Social Learning and Behaviour of Looked-After Children in Mainstream Primary Schools within a Local Authority
Policy, Provision and Practice

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Social Learning and Behaviour of Looked-After Children in Mainstream Primary Schools within a Local Authority: Policy, Provision and Practice

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Abstract

Over the last 30 years, research has consistently found that children in public care (LAC), in general, have low educational attainments. The research has tended to be from a social work standpoint with the focus on achievements at secondary school, In contrast, this study is from an education perspective and concerns the educational attainments of primary school LAC.

This in-depth classroom-based research examines potentially modifiable aspects of social learning and behaviour in the education of LAC in order to generate hypotheses that can be subsequently tested. An investigation was carried out into the social perceptions of LAC, and their social perceptions of self, in the context of their mainstream primary school classrooms. The purposive sample consisted of 15 LAC aged five to 11 years, in 15 classrooms, in 11 mainstream primary schools, in one local authority. A total of 372 children and 59 school staff participated.

A case study design employing mixed methods was used to ascertain and analyse sociometric status (SMS), locus of control beliefs (LCB) and self-esteem (S-E). The 15 LAC and their classmates completed two sociometric tests set in the context of the playground and the classroom, and two psychometric measures, PPNSIE (Nowicki-Duke, 1973) and B/G-STEEM (Maines & Robinson, 1983). School records were used to evaluate the children's academic attainment, and school staff were consulted regarding the LAC's SMS, LCB and S-E.

The main non-directional hypothesis emerging from the empirical data is that there are complex relationships between the SMS, LCB, S-E, and educational attainment of LAC. Two additional factors became apparent from the findings. These were the varied emotional well-being of the LAC, and difficulties concerning language development.

The findings of the case studies highlight the uniqueness of the 15 individual LAC in their specific classrooms and schools. This data calls into question the helpfulness of stereotyping other than for Governmental and local authority policy-making. For the class teacher, the value and practical methods of identifying specific social learning difficulties open to modification within individual LAC, and other 'vulnerable children', have been demonstrated.

Declaration

The work presented in this thesis is, to the best of my knowledge and belief, original, except as acknowledged in the text. I hereby declare that no part of this thesis has been submitted in support of an application for another degree or qualification of this or any other university or institute of learning.

Signed .....

Dated .....

Copyright

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The schools that co-operated in the study must remain anonymous, but without them, the children and the staff, this research would not have been possible. Thanks also to the local authority's Director of Children's Services and the Head of Services to Schools of the time, who gave permission for the study to go ahead, and also to others in Children's Services who provided support.

Special thanks must go to my family, for their support over the years of study, and particularly to my husband, who was always at hand to proofread. They have been exceedingly patient with the amount of time I have had to devote to my studies. My thanks also go to all my friends for their support and encouragement, particularly Steve Walker who generously offered to cast a fresh pair of eyes over the final draft.

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List of Abbreviations

AT	Attribution Theory
ATT	Attachment Theory
BAAF	British Agency for Adoption and Fostering
BERA	British Educational Research Association
BPS	British Psychological Society
BVPI	Best Value Performance Indicator(s)
CAMHS	Child & Adolescent Mental Health Service
CAQDAS	Computer Assisted Qualitative Analysis
CT	Class Teacher
DCSF	Department for Children, Schools & Families
DfE	Department for Education
DfEE	Department for Education & Employment
DfES	Department for Education & Skills
DoH	Department of Health
DSS	Department of Social Services
DT	Designated Teacher for LAC
ECM	Every Child Matters
ED	Education Directorate
EP	Education Protects
ESRC	Economic & Social Research Council
EYP	Early Years Profile
FSP	Foundation Stage Profile
GT	Grounded Theory
IEP	Individual Education Plan
KS	Key Stage
LA	Local Authority
LAC	Looked-After Children
LACET	Looked-After Children's Education Team (Countyshire)
LBSS	Learning & Behaviour Support Service
LCB	Locus of Control Belief
LEA	Local Education Authority
LH	Learned Helplessness
LIS	LAC Integrated Services (Countyshire)
NCH	National Children's Homes
NTAS	National Teaching & Advisory Service for LAC
Ofsted	Office for Standards in Education
PEP	Personal Education Plan
PI	Performance Indicator
PSBS	Public Services Benchmarking Service
QCA	Qualifications & Curriculum Agency
QP	Quality Protects
SALT	Speech and Language Therapist
SATs	Standard Assessment Tests
S-C	Self-Concept
SD	Standard Deviation
S-E	Self-Esteem
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SL	Social Learning
SLT	Social Learning Theory
SMS	Sociometric Status
SRA	Social Research Association
SSD	Social Services Department(s)
TA	Teaching Assistant
Y	Year (National Curriculum Year Group)

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Chapter 1
Introduction

This chapter is in three sections. The first section provides an outline of the research and an introduction to the theoretical basis of the study. Section two offers a rationale for the research. It includes the social and educational significance of the study, the researcher's current role, reasons for undertaking the study, and researcher's relationship to the research. Section three presents the research aims, the research questions, the research objectives and the methodological approach adopted. The chapter concludes with the potential epistemological value of the study.

1.1 Outline of the Research

This study is an investigation into the social learning and behaviour of looked-after children in mainstream primary schools within one local authority. It adopts an educational perspective and addresses hypothesis generation rather than hypothesis testing. The term 'looked-after children' relates to children in public care who will henceforth be referred to as 'LAC'. In this study the term 'LAC' refers to those in local authority foster care only. The aim is to examine potentially modifiable aspects of social learning and behaviour in the education of children in local authority foster care attending mainstream primary schools within one local authority. The study involves case studies of 15 LAC in National Curriculum Year R to Year 6 in 15 mainstream primary classrooms. Each case is set within the context of their respective classes and each involves data unique to the individual LAC.

The research is based on aspects of social learning theory (SLT) and subsequent developments (Moreno, 1953; Rotter, *et al.*, 1972; Dweck, 2000; Emler, 2001). Although there are alternative theories, this is the theoretical assumption underpinning this study. Metaphorically, it is a conceptual umbrella and includes subsequent related theories. It concerns the acquisition of, and influences on, the learning of social behaviours. It was selected because it is broader than psychoanalytic theory, which is not appropriate for a school-based study. Although Vygotsky's theory concerns the role of social development (Tudge & Winterhoff, 1993), it has been described as a theory of cognitive development (Gross, 2001), and therefore it was not deemed suitable as the theoretical base. As Piaget's theory concerns cognitive development, and is linear in character (Lourenço &

Machado, 1996; Huitt & Hummel, 2003), it was considered too restrictive for this study. SLT was considered to be the most appropriate, and will be discussed further in the literature review, Chapter 3.

1.2 Rationale

Essen *et al.* (1976) were among the first to note the low educational achievement of LAC. Research in the 1980's exposed the low priority given to education by social workers (Jackson, 1988). Jackson (op.cit.) and a number of other researchers, including Aldgate *et al.* (1993), Fletcher-Campbell (1997), and Borland *et al.* (1998), further highlighted the poor educational attainment of LAC. To date much of the research in this area has been conducted by academics and professionals in the field of social work (Rees, 2006).

Concern has continued into the current decade and has prompted further research including PhD theses by, for example, Evans (2000), and Rees (op.cit.). It is the contention of this researcher that this area of research has not been explored to any great depth to date, and most studies have focused on secondary school children (Fletcher-Campbell, op.cit.; Rees, op.cit.). This research focuses on primary school children, and is an in-depth classroom-based case study of 15 LAC. The researcher is an experienced primary school teacher.

The amount of legislation, guidance and other Government documents published since 1989 indicates the high priority given by the Government to the educational attainment of LAC. The historical relationship between education and social care, the history of provision and the current policy context are provided in *Appendix 2*.

This study intends to challenge the institutional stereotype of LAC that both informs and misinforms policy, provision and practice. In the 1970s, according to Hare and Bullock (2006), LAC were perceived as delinquent; in the 1980s LAC were perceived as having been abused. Currently, LAC are assumed to be suffering from poor mental health. A further assumption is that they live in children's homes, although this is known to be true of only 2% of children under 10 years old, and 29% over 15 years old (Hare & Bullock, ibid.). The 1970s and 1980s generalised images are challenged by National Statistics from 2003-2007. These indicate that only 2-3% of LAC are in public care because of socially unacceptable behaviour, whilst 62-63% are in care because of abuse or neglect (National Statistics, 2007c).

The dangers of stereotyping are widely acknowledged, but Hare and Bullock (op.cit.) present examples of how sampling methods in research can be used to provide, or give credence to, stereotypes of LAC,

> "*dangers arise when the characteristics of one group of children are applied too widely or are assumed to be unique to a sub-group of the total population*" (Hare & Bullock, op.cit., p.29).

They were critical of the Green Paper, 'Every Child Matters' (DfES*, 2003a), for relying on evidence from the DfES focusing on social and educational statistics relating to LAC, whilst little attention was given to the actual needs of LAC encapsulated for all children in the five areas – be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well-being (DfES, ibid.). Keen to distinguish between risk and probability, they suggest that although, for example, LAC may be at high risk of having problem behaviours, it does not follow that the probability is high enough to assume that all LAC will have problem behaviours - "*harmful generalisations can emerge from viewing what is variable as fixed*" (Hare & Bullock, ibid., p.28). If risk is defined as the conjunction of two attributes of events, the first would be the frequency of the event occurring, and the second would be the consequences of that action. For example, on the institutional level, the probability of a child being taken into care is low, but at individual level, the consequence of that action for the child is very high, and can be life-changing.

At institutional level, the image of LAC provided by the DCSF is that generally, LAC significantly 'underachieve' in education, and that those leaving care are more likely to encounter difficulties associated with social exclusion, including teenage pregnancy, drug and alcohol dependency, unemployment, and homelessness (DfES, 2006c).

The DCSF give five main reasons for educational 'underachievement':

- placement instability;
- school absence;
- lack of educational help and support at school;
- lack of educational help and support from foster carers; and
- lack of help for emotional, psychological, and physical health issues (DfES, 2006c).

* *References to Government departments are abbreviated in the text and are in full in the references section.*

Although not included as one of these five, it is acknowledged that Special Educational Needs (SEN) statements are held by 27% of LAC, as opposed to 3% of all children (DfES, 2006c). Prior to 2008, data were not collected on numbers of LAC at School Action or School Action Plus, although this information was available for the general pupil population (National Statistics, 2007a, 2007b; Stollard, 2008d & 2008e).

'Underachievement' is a term often used but rarely defined. Rutter (1974) considers it to be a matter of degree,

> *"very few children will perform exactly at the level expected. Most will have scholastic achievements somewhat below or somewhat above expectation, and it is mainly when achievements are a lot below expectation that there has to be concern*" (Rutter, op.cit., p.249).

It could be claimed that if a child has a specific learning difficulty, they cannot be said to be 'underachieving' in comparison to the average for that child's age because generally such comparisons do not take account of variables other than age (Rutter, ibid.). Pumfrey and Reason suggest it is "*related to the concept of potential*" (Pumfrey & Reason, 1991, p.38), and describe it as an,

> "*unexpected discrepancy between the standard of work that the pupil is producing and what, for various reasons, the child is considered capable of producing*" (Pumfrey & Reason, ibid., p.38).

Gorard and Smith (2004) argue that as measuring 'underachievement' is problematic, it is not a helpful term and that 'low achievement' would be better.

The learning and behaviour aspect of this study, especially social learning, is related to social inclusion, another Government priority, as LAC are more likely to be excluded from school than non-LAC (DfEE/DoH, 2000). This is not only likely to negatively affect their education, but also any friendships made in school. An examination of friendship and inclusion patterns in the classroom, together with self-perceptions and reciprocal perceptions, adds to professional knowledge and understanding of how to address this issue.

Since the Children Act 1989 it has been the duty for Local Authorities (LAs) to promote the educational achievement of LAC. The Government's ambition is to narrow the gap in attainment between LAC and non-LAC children (DCSF, 2008).

Low educational achievement is associated with disadvantage (Cassen & Kingdon, 2007). Low educational achievement at KS4 leaves young people socially vulnerable with limited prospects, and at risk of unemployment, *"low achievement*

is a misfortune for the individuals concerned, and a considerable social problem" (Cassen & Kingdon, ibid., p.1).

The social problem is put starkly by Jackson and McParlin (2006). They note that LAC, compared to non-LAC, are:

- "*four times more likely to require the help of mental health services;*
- *nine times more likely to have special needs requiring assessment, support, or therapy;*
- *seven times more likely to misuse alcohol or drugs;*
- *50 times more likely to be sent to prison;*
- *60 times more likely to become homeless;*
- *66 times more likely to have children needing public care";* and
- "*They are disproportionately likely to be seen by a psychologist at some point in their lives*" (Jackson & McParlin, ibid., p.90).

The Social Exclusion Unit (2003) also found that LAC are ten times more likely to be excluded from school.

The aim of at least 'five good GCSEs' for every young person is deemed by the Government to be desirable not only to enable access to further or higher education, training or employment, but as a route out of poverty (DfES, 2004a). It would also help towards achieving three of the five key ECM outcomes (DfES, 2003a):

- enjoying and attaining;
- making a positive contribution; and
- achieving economic well-being.

A report for part of 'Narrowing the Gap', a two-year development and research programme running from 2008-2010 funded by the DCSF, found that the attainment of LAC across the four Key Stages (KS) was lower than for their peers (Morris *et al.,* 2008).

Although it cannot be said of all LAC,

> "*these are children often with the most complex of needs and the greatest deficits in basic areas of their lives, for example in terms of their ability to trust and form relationships with others, their educational achievement, their ability to socialise constructively with their peers, and their mental and physical health. They are often extremely damaged; they may exhibit severe behavioural problems*" (Laming, 2007, para.5, p.5).

The key issues to note here concern the 'complex needs and greatest deficits':

- the ability to trust and form relationships;
- the ability to socialise with peers; and
- behavioural problems.

The issues in this study concern the LAC's perceptions of their own social relationships in class, their locus of control beliefs and their self-esteem. To date the SMS, LCB and S-E of LAC in the context of their mainstream primary school classes have not been examined in any great depth that this researcher has discovered.

1.2.1 The social and educational significance of SMS, LCB and S-E

Children with friends and good peer relationships, are more likely to be happy at school, and to engage with learning both inside and outside the classroom. Indeed, "*integral to effective learning in classrooms is the facilitation of appropriate social engagement and the provision of an emotionally supportive environment*" (Cooper & Tiknaz, 2007, p.18) and, as Bombèr argues, friends provide emotional support (Bombèr, 2007).

Peer relationship problems have been linked to behavioural, psychological and academic difficulties including school absenteeism and school dropout. They are one of several factors thought to be predictors of a range of negative outcomes, such as depression, suicide, drug abuse, delinquent behaviour and educational underachievement, particularly for rejected children (Cillessen & Mayneaux, 2004; Dodge *et al.,* 2004; Kupersmidt & DeRosier, 2004; Sanstrom & Zakrisky, 2004; Peake, 2006). In relation to this study, adverse pre-care experiences contribute to LAC having difficulties forming and maintaining relationships with peers and adults (Cocker & Allain, 2008).

Evidence has shown that changes in children's self-perceptions of competence are positively related to those of their friends, and significantly so among stable and best friends. The suggestion is that friends influence

> *"children's reasoning about the causes of their academic successes and failures and children's ratings of the importance of meeting academic standards*" (Altermatt & Pomerantz, 2003, p.120).

Responsibility taken for general behaviour has benefits for the child and their peers, significant others (e.g. parent/foster parent, care workers, teachers), and for society in general. It has implications for social inclusion. Children at the highest

risk of delinquency are what Miller-Johnson and Costanzo call "*the early starters*" (Miller-Johnson & Costanzo, 2004, p.209). The problems stem from early childhood with family difficulties with contributory factors such as instability, high stress levels, inconsistent or punitive disciplinary measures, and parental psychopathology. The behaviours of these children are most likely to be persistent with antisocial behaviour continuing into adulthood (Miller-Johnson & Costanzo, ibid.).

LCBs are "*a key factor in adaptability to adversity*" (Rees & Bailey, 2003, p.43) and are therefore of particular relevance to LAC. Resilience has been associated with internal LCB (Jackson & Martin 1998; Rees & Bailey, op.cit.).

A child taking responsibility for their general behaviour and learning is more likely to be able to take advantage of learning opportunities. According to Musher-Eizenman *et al*. (2002), success or failure at school is dependent upon many influences, including a child's perceptions, beliefs and attitudes. One such influence concerns the child's perception of control over their own work and performance. In addition, self-efficacy beliefs "*provide the foundation for motivation, well-being, and personal accomplishment in all areas of life*" (Pajares, 2006, p.339).

A person with 'normal' S-E is more likely to be able to accept criticism and failure, and is therefore more likely to persevere. Extremes of S-E are problematic and may adversely affect SMS and LCB. Low S-E is considered to be debilitating and has been associated with mental health issues (Golding *et al*., 2006; Peake, op.cit.). It therefore has implications not only for the individual, but also for society. Although high S-E is assumed to be beneficial, Baumeister *et al*. (2003) and Gilligan (2009) argue that very high S-E, particularly when associated with narcissism, can negatively affect SMS, i.e. it "*may make a person less likeable in social relations*" (Gilligan, ibid., p.31).

In relation to this study, it has been suggested that helping LAC to succeed in education goes beyond pre-care experiences (Evans, 2007), and that,

> "*regardless of the reason for their entry into the care system, the inevitable change and instability that subsequently ensues... continues to rob these children of their self-esteem, confidence and sense of self-worth. These factors begin to isolate the children from their childhood and can set the scene for disaffection, rejection and other defensive strategies from the children to prevent further hurt*" (Evans, ibid., p.27).

This study aims to add to the development of professional understanding of social learning and behaviour. Its focus is on exploring these three potentially modifiable aspects of social learning, i.e. SMS, LCB and S-E, in mainstream primary school classes each including one LAC.

This research builds on the work of education researcher, Fletcher-Campbell, with the intention of adding to the epistemology of LAC's education. Following studies identifying this as an area for research, she investigated the education of LAC in six English local authorities in 1995/6 and recognised that,

> *"as a group, those looked-after represent some of the most damaged, troubled and abused children for whom the education system has to provide"* (Fletcher-Campbell, op.cit., p.10).

Fletcher-Campbell (ibid.) reflected the Joint Report by Ofsted/Social Services Inspectorate (SSI/Ofsted, 1995) criticising the lack of co-operation between professionals from social services, health and education, and the low priority given to the education of LAC. Since then, the importance of multi-agency working has been reinforced and extended by ECM (DfES, 2003a), leading to the establishment of Children's Services and the combining of education and children's social care (Children Act, 2004).

According to the LA's LAC's Education Team (LACET), LAC in the primary years are a cause for concern in schools (LACET, 2001, 2002). This seems to confirm Fletcher-Campbell's finding that the number of primary aged LAC being referred to educational support services is increasing (Fletcher-Campbell, op.cit.). The current research focuses on the situation in a particular LA, henceforth referred to as 'Countyshire', and centres on children in National Curriculum Year R to Year 6 in 11 mainstream primary schools. The study was welcomed and approved by both the Education and Social Service Directorates of the time.

1.2.2 The researcher's current role, reasons for undertaking the study and relationship to the research

This researcher is a qualified and experienced primary school teacher. She has experience of conducting undergraduate research into nursery education. In addition, she has assisted in research exploring children's and young people's voices in respect of the environment in which they live and the services they have received. She has reviewed two books on peer relationships, which were published in 'The Psychology of Education Review' (Stollard, 2008a, 2008b).

This researcher believes it is important to acknowledge the origins of the research in the interests of transparency, yet it is also necessary for a researcher to be as objective as possible. The researcher needs to leave behind any preconceived ideas, thoughts, or assumptions, which may have arisen out of personal experience, but which have little in the way of substantial evidence. However, it needs to be acknowledged that it is not possible to erase these altogether. Everyone is influenced by their personal values, priorities and experience of the world (Anderson & Arsenault, 1998; Dey, 1999; Burns, 2000; Charmaz, 2006; Cresswell & Plano Clark, 2007). Wentzel asserts that for research topics, "*the best ideas are always those that have a high degree of personal interest*" (Wentzel, 2006, p.316). In this instance the impetus for the research were questions arising from the researcher's adoptive child's educational experience. The child was adopted from public care aged three years. Factors considered essential for the promotion of educational achievement, i.e. placement stability, encouragement, good educational role models, and regular school attendance (DfES, 2006c), were provided along with other essentials such as love and nurture. Achievement at KS1 was above average, particularly in literacy. The child's educational attainments then went into a gradual decline. Self-esteem appeared to be generally low, peer relations often problematic, and little responsibility appeared to be taken for learning or general behaviour. The "*burning question*" (Harter, 2006, p.331) was why did this child not achieve better GCSE grades and why were further and higher education spurned? This led to SMS, LCB, S-E and educational achievement being the focus of the research questions.

This researcher believes it is important to acknowledge the origins of the research. She was able to maintain a high degree of objectivity throughout by virtue of the methods and instruments used.

1.3 Aims and objectives

This research is concerned with examining potentially modifiable aspects of social learning and behaviour in the education of a purposive sample of 15 LAC attending 15 primary school classes in mainstream primary schools within one local authority.

1.3.1 The aims of the research

- To examine potentially modifiable aspects of social learning and behaviour in the education of children in local authority foster care attending mainstream primary schools within one local authority.
- To generate hypotheses concerning the variability of selected potentially modifiable aspects of social learning and behaviour, and educational attainment.

1.3.2 The research problems and questions

1. What is the theoretical framework for this study?
2. What are the **social perceptions of LAC**, i.e. sociometric status (SMS), within the context of their classroom?
3. What are LAC's **social perceptions of self**, i.e. locus of control belief (LCB) and self-esteem (S-E) within the context of their respective classrooms?
4. What are the **educational attainments** and the **school attendance** records of the LAC?
5. What are the **perceptions of school staff** regarding the SMS, LCB, S-E and educational attainment of the LAC in their class? and
6. What replicable methods and procedures can be devised to provide a useful tool for class teachers to assess pupils' SMS, LCB and S-E?

1.3.3 The research objectives

1. To examine critically the theoretical basis for the study focusing on social learning in general, and SMS, LCB and S-E in particular. This will involve a critical review of literature planned to identify and examine modifiable social learning issues that have a bearing on the educational achievements of LAC.
2. To ascertain and analyse the social perceptions of LAC, i.e. sociometric status (SMS), within the context of their classroom. The 'voices' of LAC concerning SMS, will be assessed through two sociometric tests. Positive nominations and smiley-face ratings will be used to assess the children's preferences when playing on the playground and working in the classroom.

3. To ascertain and analyse LAC's social perceptions of self, i.e. locus of control belief (LCB) and self-esteem (S-E) within the context of their respective classrooms. Two psychometric tests, the Pre-school and Primary Internal External Locus of Control Scale (PPNSIE) (Nowicki-Duke, 1973), and the B/G-STEEM Self-Esteem Scale with Locus of Control Items (Maines & Robinson, 1988), will be used to assess the 'voices' of LAC concerning LCB and S-E.

4. To evaluate the academic records and school attendance of the LAC. This will be achieved through an examination of school data on Early Years Profiles/Foundation Stage Profiles, Standard Assessment Tests, QCA tests for Years 3 and 4, special educational needs (SEN), and attendance.

5. To ascertain and analyse the perceptions of school staff regarding the SMS, LCB, S-E and educational attainment of the LAC in their class. Class teachers will be consulted through semi-structured interviews, and the teaching assistants, designated teachers for LAC, and SENCos through questionnaires.

6. To construct replicable methods and procedures to provide a battery of three useful tools for class teachers to assess pupils' SMS, LCB and S-E in order to inform their planning for the benefit of all pupils.

In each of the 15 case studies, the detailed descriptive analysis based on the above strategies enable potentially modifiable aspects of social learning of the LAC to be investigated. It is expected that hypotheses for subsequent testing will emerge from this.

1.3.4 Methodological approach

To achieve the objectives outlined above, the study employs both quantitative and qualitative data gathering and analytical methods and techniques in a mixed method approach. It involves case studies of a purposive sample of 15 LAC. Each case is set within the context of their respective classes in mainstream primary schools and each involves data unique to the individual LAC. Rather than hypothesis testing, this research, in the context of SLT in theory and in practice, is concerned with the generation of hypothesis relating to selected potentially modifiable aspects of social learning and behaviour, and educational attainment.

1.3.5 The epistemological value of the study

This research is designed to add to the epistemology of issues that centre upon the education of LAC of primary school age. In particular, it aims to add to the development of professional understanding of the children's social learning and behaviour in the classroom, and of how, by addressing SMS, LCB and S-E, the educational attainment of LAC might potentially be improved. To date, as far as this researcher has ascertained, this study is unique in reporting on an in-depth investigation into LAC's SMS, LCB and S-E in relation to their educational attainment and attendance record in mainstream primary schools in England.

> "*The child must be understood within the context of his or her own unique landscape*"
>
> (Golding *et al.*, 2006, p.364).

Chapter 2
Review of Literature

Introduction

The literature review provides a framework forming the foundation underpinning the research, and is a continual process throughout the period of study. The aim of the review is to collect, analyse, and interpret material from books and research journals, in order to provide a background against which the study stands (Anderson & Arsenault, 1998). Its purpose is to provide both a justification for the study, and a background to the generation of hypotheses (Cresswell & Plano Clark, 2007). This is achieved through reading widely and critically (Delamont, 2002).

This literature review is in two sections. The first is a critical examination of previous research into the education of LAC. One aspect of this is the consideration of the validity of assertions regarding the educational performance of LAC, i.e. that they 'underachieve'.

The second section explores the theoretical framework for the study, i.e. social learning theory (SLT). Although there are many alternative theories, this is the overall theoretical context selected to underpin this study. It is a conceptual umbrella including subsequent theories. A selection of these are considered because of their relevance to the research questions and objectives. The purpose is to examine modifiable social learning issues that have a bearing on the educational achievements of LAC.

2.1 Research into the education of LAC

Academics and professionals in the field of social work have tended to produce most of the existing literature on the education of LAC, with a few notable exceptions, e.g. Fletcher-Campbell. This was also noted by Rees (2006), who only found three articles specifically concerning LAC in British journals of educational psychology prior to 2006. It is surprising that more studies have not been conducted jointly by researchers from the fields of social work and education reflecting the move to multi-disciplinary and inter-agency working over the last two decades. It could be argued that researchers from a social work background may not have enough experience and knowledge of schools, teachers, teaching methods and educational issues, to be able to provide a balanced and informed view on this

particular topic. This may lead to the possibility of bias. For example, Heath *et al.* (1994) claimed that the teachers in their sample had low expectations of the LAC, yet they believed the teachers were making "*appropriate judgements*" (Heath *et al.*, ibid., p.251) as they were able to make informed judgements. This seems contradictory, particularly as they also remarked, "*it appears that the schools were in general rather good at picking out the children who needed help*" (p.251). Perhaps the teachers did have low expectations, but maybe they were being realistic in their assessments (Borland *et al.*, 1998). Although Heath *et al.* (op.cit.) appeared to have some negative assumptions about teachers, they seemed to be able to overcome these in their analysis of the data. A collaborative approach to research in this field would be more likely to ensure a balanced and holistic view of the education of LAC, as demonstrated by Cameron and Maginn (2009).

2.1.1 Educational attainment of LAC

Research over the last 30 years has shown that, in general, LAC in the UK have low educational attainments, i.e. below the national average (e.g. Borland *et al.*, op.cit.; DfEE/DoH, 2000; Wilson, *et al.*, 2004). The low educational attainment of LAC is not a problem confined to the UK. Studies from the US, Sweden, Denmark, Australia, Canada (Gilligan, 2007), Belgium, Norway, Spain (Weyts, 2004), and France (NFER, 2005), provide a consistency of findings showing poorer educational outcomes for LAC compared to non-LAC. However, this review concentrates on research in the UK.

A study examining the relationship between being in care and school attainment by Essen *et al.* (1976), was amongst the first to recognise the low educational achievement of LAC. Based on data from the 1970 National Children's Development Study, this research found that 11-year old LAC were between one and two years behind their non-LAC peers in reading and mathematics. However, it was not until Jackson (1988) highlighted the low educational achievement of LAC that the issue began to be addressed. The official collection of data on the educational attainments of LAC did not begin until 1999, with the first report published in 2001 (National Statistics, 2001). Prior to this, there seems to have been a lack of reliable data (Fletcher-Campbell, 1997; DfEE/DoH, 2000), and since then, there has been a tendency to rely on case study and anecdotal evidence (Fletcher-Campbell *et al.*, 2003; Chater & LeGrand, 2006). Fletcher-Campbell and Hall (1990) admitted that some of their survey data for a sample of LAC (N=402)

was subjective, uncorroborated, and that some may even be inaccurate. In the search for literature on the education of LAC for this study, there seemed to be more literature reviews than empirical studies involving LAC themselves, i.e. not just their data or opinions of teachers, social workers or foster carers (see *Appendix 3 – Table of Previous Research*).

Despite the apparent paucity of empirical data, there is evidence of LAC generally achieving poor educational outcomes. Evans (2000) illustrates this in his investigation into the educational progress and attainment of all LAC in primary and secondary schools in one LA. He concluded that LAC 'underachieve' at all stages of education. The Social Exclusion Unit (SEU) report (2003) corroborates this finding, identifying it as a factor for potential social exclusion. However, like Fletcher-Campbell (1997), Evans (op.cit.) believes that low educational achievement is not inevitable if purposeful intervention and support are provided.

Care must be taken to avoid stereotyping. Although it is evident that a large proportion of LAC have low educational achievements in comparison to non-LAC, there is also evidence that some LAC attained high academic achievements. The quest is to identify factors for this success. Jackson and Martin (1998) investigated the educational experience of 38 people (average age 26 years) who had been in care and who were, or had been, in higher education. Only one third of this sample was found to have been in care due to abuse or neglect in contrast to approximately 61% of the total LAC population (National Statistics, 2001) – this type of data had not been collected prior to 1999. Their sample was found to be more internal in their LCB, and more mentally resilient, than the comparison group. Learning to read at an early age was seen as being beneficial in terms of independence, better behaviour, and providing a means to escape adversity. They did not speculate on the causes for these findings. However, their findings seem to suggest there may be an association between the reason for being taken into care and educational achievement.

Some people who were in public care during their childhood and/or adolescence have enough resilience and motivation to achieve in education and succeed at university. From the findings of their relatively small sample (N=38), Jackson and McParlin (2006) appear to believe this should be the norm. In a study of 193 LAC in Y3 to Y10 in one LA, Rees (op.cit.) found that although the LAC's functioning in literacy, behaviour, emotional literacy and socialisation were generally low at group

level, some individuals were in the top quartile of the general population in each domain. This may indicate that having sufficient resilience and motivation to achieve and succeed in education could be the exception. It would be interesting to ascertain what percentage of children with care backgrounds, who have been in either foster or adoptive homes where education is more highly valued and encouraged, and who are of average to high ability, have not gone into higher education.

According to Horner and Krawczyk (2006), research is beginning to suggest that LAC are starting to out-perform non-LAC who are vulnerable and disadvantaged. This is perplexing if, as Fletcher-Campbell (1997) suggested, improving services for LAC benefits all children. If these findings are the case then why are the vulnerable and disadvantaged non-LAC not benefiting from the improvements too? A report by Morris *et al.* (2008) for 'Narrowing the Gap', a two-year Government and local government project concerning outcomes between vulnerable and non-vulnerable children, appears to disagree with Horner and Krawczyk (op.cit.). Morris *et al.* (op.cit.) point out large gaps in the data, the different types of data collected, and the lack of consistency in definitions used to describe vulnerable groups by different organisations, made comparisons of outcomes and the measurement of progress problematic. Despite these difficulties, they found that although there may have been some improvement in educational outcomes for LAC between 2003/04 and 2005/06, their attainment outcomes across the three key stages were still lower than for non-LAC (Morris *et al.,* ibid.).

2.1.2 Primary school education and LAC

Previous research, and Governmental and voluntary sector reports, have tended to focus on secondary school aged LAC and GCSE attainments even though they may have included younger children (e.g. Jackson, 1988; DfEE/DoH, 2000; Weyts, op.cit.; DfES 2007a; Davey & Pithouse, 2008; Ofsted, 2008a). Until the introduction of end of key stage tests 1992-1995, this is understandable, but since that period, it is not. In their review of the literature, 'Fostering Success', Wilson *et al.* (op.cit.) comment on the low educational attainment of LAC yet only report on GCSE and GNVQ results, as does Hayden (2005) in her investigation into the use of PEPs. Few studies have investigated the educational attainment of primary school aged LAC at KS2, KS1, let alone children in reception and Y1 classes. The publication, 'A Better Education for Children in Care' (SEU, op.cit.),

reported on achievements in both primary and secondary schools. One study which does focus on primary school LAC is an investigation into narrative coherence and verbal skills with 34 children aged four to nine years in Scotland, of whom 17 were LAC (Greig *et al.*, 2008). Other studies which include primary school children, include an assessment of the educational progress of LAC aged eight to 14 years (N=49) against a control group of non-LAC (N=58) (Heath *et al.*, 1989), and a study of the psychological characteristics and educational performance of LAC of a relatively large sample of 193 LAC in Y3 to Y10 in one LA (Rees, op.cit.) (see *Appendix 3 – Table of Previous Research*).

2.1.3 The care system and educational achievement

It has been suspected that the care system itself is responsible for the low attainment of LAC, not least because of the low priority given to education by social workers (Jackson, 1988; Aldgate *et al.*, 1993; Borland *et al.*, op.cit.; Horner & Krawczyk, op.cit.). This is likely to have been particularly so prior to the Children Act 1989. However, studies have found that problems affecting the educational attainment of LAC originate in early childhood and before being taken into care (Pringle, 1971/2 & 1986; Essen *et al.*, op.cit.; St. Claire & Osborn, 1987; Aldgate *et al.*, op.cit.; Colton & Heath, 1994; Wilson *et al.*, op.cit.; Horner & Krawczyk, op.cit.). From their research, Essen *et al.* (op.cit.) and St. Claire and Osborn (op.cit.) concluded that other, or at least additional factors are involved. These other factors include poor cognitive skills (St. Claire & Osborn, ibid.), behaviour problems and social adjustment (St. Claire & Osborn, ibid.; Heath *et al.*, 1989), social disadvantage, and emotional difficulties arising from pre-care trauma and uncertainty about the future (Heath *et al.*, 1989, 1994; Jackson & Martin, op.cit.; SEU, op.cit.; Horner & Krawczyk, op.cit.), placement changes and school moves (Jackson, 1988; Heath *et al.*, 1989; Jackson & Martin, op.cit.), and a low baseline (Heath *et al.*, 1994). Conversely, internal LCB and resilience have been associated with LAC who have attained high levels of educational achievement (Jackson & Martin, op.cit.).

Three studies based on data gathered by Heath *et al.* (1989) serve as an illustration. The initial three-year study involved a sample of 49 eight- to 14-year old children in foster care with a control group of 58 non-LAC whose families had received support from social services. The studies found,

- the educational attainments of both groups were below the national average, and there were more behavioural and emotional problems, particularly among the non-LAC group (Heath *et al.*, 1989);
- those who came into care because of suspected abuse or neglect were particularly disadvantaged (Heath *et al.*, 1994). Not only did they score "*significantly lower*" (Heath *et al.*, ibid., p.249) than the other LAC, but they had more difficulties recovering lost ground. It is important to note that almost one third of the LAC had low reading scores and had received extra help at school. The same applied to the control group (Heath *et al.*, ibid.); and
- the educational performance of LAC in stable, long-term placements, including those without behavioural problems, were still below the national average (Colton & Heath, op.cit.). It was suggested that LAC's pre-care experiences have a "*profound effect on their educational attainment*" (Colton & Heath, ibid., no page numbers).

As the children in the control group could be deemed as being at risk of being taken into care, these findings would seem to underpin Fletcher-Campbell's assertion that what is required to support LAC would be of benefit to non-LAC (Fletcher-Campbell, 1997).

Regarding placement stability, the SEU (op.cit.) found that LAC who perform better educationally are likely to have been in care longer, in foster care, or in stable placements. Davey and Pithouse (op.cit.) also found that those who had stable placements and school places, and whose school attendance was good, tended to achieve higher SAT levels and higher GCSE grades than those who did not. However, as their sample was small (N=14), and only six actually took the SATs and GCSEs, generalisations based on these findings cannot be made.

All these variations reflect Boland *et al.*'s contention that LAC are not a "*clearly defined group in educational terms*" (Borland *et al.*, op.cit., p.4).

2.1.4 LAC and school attendance and exclusion

Poor school attendance and exclusion are often given as reasons for the low educational attainment of LAC (e.g. Fletcher–Campbell, 1997; SEU, op.cit.). The SEU (ibid.) and Chater and LeGrand (op.cit.) commented that the evidence tends to be anecdotal rather than statistical. However, Evans (op.cit.) found that

compared to the general school population in the LA he studied, a disproportionate number of secondary school LAC had poor school attendance. Another LA reported 7% of primary school LAC and 30% of secondary school LAC had attendance rates of less than 85%, and the poorest attendees tended to be in placements other than foster care, to have moved schools at least twice, or to have an SEN statement (SEU, op.cit.). It would seem that poor school attendance amongst LAC is more of a problem in secondary schools.

Exclusion has been cited as one of the barriers to success for LAC. According to Horner and Krawczyk (op.cit.), two of the most commonly stated reasons for school exclusion are persistent disruptive behaviour and bullying. National statistics show that LAC are more likely to be to be excluded from school than non-LAC (National Statistics, 2006a & 2009). A disproportionate number of LAC were found to be excluded from school compared to the general school population in the LA studied by Evans (op.cit.). However, Mills (2004), in his review of literature designed for policy-makers and practitioners following the introduction of ECM in 2003, found that maltreated children in general, i.e. not specifically LAC, were at greater risk of school exclusion and school absenteeism, and this was particularly so if they had been neglected.

School exclusion has been described as the "*first step on the road to social exclusion*" (Jackson & McParlin, op.cit., p.93). This seems to imply that social exclusion only occurs when a person departs from a school. However, LAC may already feel excluded prior to this, as it may seem their family has rejected them (Cameron & Maginn, op.cit.). As Borland *et al.* (op.cit.) point out, looked-after status has not been shown in itself to lead to exclusion, and many children had been excluded before being in care. Nevertheless, school exclusion is a serious concern. It is likely to compound the LAC's evident or perceived rejection, as it implies that the whole school community, teaching, non-teaching staff, probably pupils, and some parents, have excluded them too.

2.1.5 LAC and SEN

Although he does not distinguish between primary and secondary school pupils, Evans (op.cit.) found a disproportionate number of children with SEN, compared to the general school population in the LA he studied. The SEU also found this to be the case, with 27% of LAC who had been in care for more than 12 months, having

an SEN statement, compared to 3% of all children. They do not say whether or not all these children were of statutory school age (SEU, op.cit.).

Perhaps the most important recommendation suggested by Jackson and McParlin (op.cit.) is that on entry to the care system all children should have an educational and psychological assessment. This in itself is not enough unless the findings are acted on where necessary and with minimum delay. A watching brief on all LAC should then be kept to pick up difficulties, if and when they arise, then intervention can be put into place immediately.

2.1.6 LAC and language

> "*Early years workers have a key role to play in identifying special educational needs (SEN) among children in care, such as language and communication problems*" (SEU, op.cit., p.31, para.5.1).

It is interesting that these particular SEN problems are mentioned in the first sentence of the SEU's findings on 'support in early years settings'. Jackson and Martin (op.cit.) considered being able to read at an early age an important factor in LACs academic achievement. However, if language and communication difficulties have not been identified early, the learning of literacy skills and access to the curriculum are likely to be problematic for any child.

Child abuse has not only been linked to poor educational attainment, but also to language delay (Cross, 1998; Veltman & Browne, 2001; Iwaniec, 2006; Stock & Fisher, 2006; Lee & Hoaken, 2007). Cross (op.cit.) comments that the issue is complicated as children with language difficulties may be more at risk of parental neglect because they have difficulty communicating their needs.

In a literature review for the NSPCC, Mills (op.cit.) observed that official statistics on the prevalence of child abuse and neglect are incomplete because much goes unreported. From studies conducted in the UK, he suggests that possibly "*one in six British children will experience a serious maltreatment incident at some time during their childhood*" (Mills, ibid., p.9). He recommends teachers should be aware that difficulties at school may be one of several symptoms which could indicate maltreatment, and social workers should understand that maltreatment is a *"significant risk factor for subsequent problems developing in the school environment*" (Mills, ibid., p.4).

Studies in the US have shown a "*prevalence of language delay*" (Stock & Fisher, op.cit., p.448) amongst children in care, and which is often not identified until the child begins school. The longer it takes to identify language delay, the greater the risk of it being compounded. Not only does language delay affect literacy and access to the curriculum, it negatively affects social competence and mental health (Stock & Fisher, ibid.). If a child cannot communicate effectively with peers, parents and teachers it is possible their SMS, behaviour, S-E and emotional well-being may be affected.

In Scotland, Greig *et al.* (op.cit.) found their sample of LAC (N=17, aged four to nine years) had more difficulties with *"narrative coherence and associated verbal skills"* (Greig *et al.*, ibid., p.19) than the control group. This finding supported their hypothesis. However, as it was a small sample, generalisations cannot be made. The study was also limited because they had no access to the children's early relationship history, and they were unable to use standardised school assessments. In discussing the possible implications of their findings, Greig *et al.*, like Mills (op.cit.), suggest that early traumatic relationships have an effect on learning and therefore schools need to be aware of this and have strategies for intervention, e.g. nurture groups. In addition, they warn that,

> "*learning materials and contexts that involve emotional content or that are unfamiliar or distressing to these children may result in impaired information processes, comprehension, written and verbal performance and pragmatic awareness as well as a generally lower quality of the learning experience*" (Greig *et al.*, op.cit., p.23).

Jackson and McParlin (op.cit.) suggest LAC's reading difficulties should be prioritised for intervention. Stock and Fisher (op.cit.) take it a step further by recommending that LAC's language skills be assessed at six years of age, or earlier, and should be prioritised for intervention if necessary. However, as maltreatment has been linked to language delay, and if one in six children may experience serious maltreatment at some time (Mills, op.cit.), it could be argued that all children should have a language assessment by six years of age. This would give further support to the suggestion that improving services for LAC benefits all children (Fletcher-Campbell, 1997).

2.1.7 LAC and cognitive development

As well as poor educational attainment and language delay, child abuse has also been linked to cognitive development (Cross, op.cit.; Veltman & Browne, op.cit.;

Stock & Fisher, op.cit.; Lee & Hoaken, op.cit.). Advances in neuroscience have shown that neglect and abuse cause physiological damage to the brain (Gerhardt, 2004; Cameron & Maginn, op.cit.). Research indicates that "*cognitive and emotional experiences have a physical impact on how the brain develops*" (Dent & Brown, 2006, p.69), and that the brain develops differently in adverse circumstances such as abuse and neglect (Glaser, 2000; Gerhardt, op.cit.). It affects the understanding and regulation of emotion, the ability to empathise, and conduct regulation (Dent & Brown, op.cit.). This could result in misunderstanding a child's behaviour and the child may be described as naughty, nasty, or uncaring. Although more research is needed, Lee and Hoaken (op.cit.) argue that neurological damage to cognitive and emotional development may be difficult to repair.

According to Peake (2006), "*experience of adversity will have consequences for the child's cognitive development*... [leading to] *difficulties in thinking and reasoning, planning and organisation*" (Peake, ibid., p.99) all of which are compounded by separation of the child from their birth family. Gerhardt (op.cit.) considers one of the worst stresses to be the loss of an attachment relationship. A child placed in care away from home may perceive this as such a loss. The resulting stress has been found to affect sleep, appetite and emotional security. Neurological damage may result if this stress response is not over-ridden (Gerhardt, ibid.), affecting learning and memory, i.e. the capacity to retrieve information, to think and to manage behaviour (Gerhardt, ibid.; Iwaniec, op.cit.).

This has implications for the education of LAC, particularly those who are in care because of abuse or neglect, and also for other children whose maltreatment has not been recognised. According to Iwaniec,

> "*the most commonly identified developmental deficits among five- to ten-year old emotionally abused and neglected children are in the areas of academic achievements at school and their ability to relate to the peer group*" (Iwaniec, ibid., p.120).

2.1.8 LAC, behaviour, and social and emotional well-being

Behaviour has been described as a form of communicating a need or desire (Cameron & Maginn, op.cit.), however,

> "*the way in which we interpret things happening around us, and what we tell ourselves, can have a profound effect on our feelings and, subsequently, on our behaviour*" (Iwaniec, op.cit., p.260).

Problems with behaviour and conduct regulation and LAC who have been maltreated have been noted by, for example, Heath *et al*. (1989), Fletcher-Campbell and Hall (op.cit.), Iwaniec (op.cit.), and in the previous section on cognitive development. Behavioural and emotional difficulties are also a concern of the ECM agenda (DfES, 2004c).

Evidence is accumulating that LAC are "*particularly vulnerable in terms of poor health and mental health outcomes*" (Cocker & Scott, 2006, p.18). Compared to their control group (N=58), Heath *et al*. (1989) found their sample of 49 eight to 14 year-old LAC had a "*relatively high prevalence of poor social adjustment*" (Heath *et al*., ibid., p.458). In addition, their control group tended to have more behavioural and emotional disorders. As mentioned earlier, the control group were children whose family were receiving social services support and could be considered at risk of being taken into care. It is interesting to note that the children in this study were not required to take part in behaviour assessments. All data were collected through parent and teacher assessments of the children's behaviour, and documentary evidence.

Cooper and Johnson (2007) describe the findings from their survey into adoptive parents' views on their children's education. Most adopted children in the UK come from the care system. As they are therefore likely to have a history of abuse or neglect, and trauma, the findings will also be relevant to LAC (Cooper & Johnson, ibid.). The social and emotional difficulties reported include,

> "*low self-confidence and S-E, attachment difficulties, problems with food, insecurity, anti-authority attitudes and problems with bullying and friendships*" (Cooper & Johnson, ibid., p.24).

As well as learning difficulties such as speech, language and communication difficulties, the adoptive parents reported behavioural problems including limited attention span, lack of sustained concentration, and poor organisation of self and belongings (Cooper & Johnson, ibid.).

Emotional regulation has proved both difficult to define and to measure. This could be because it may consist of several components. Hubbard and Dearing (2004) suggest that the internal experience of emotion is part of the experiencing affect, and that the external expression of emotion, or display of rules, concerns sending affective messages. Being able to identify one's own emotions could be the antecedent of emotional regulation as expressed emotion, i.e. sending affective

messages, is partly dependant on emotion regulation. Children with behaviour problems "*may experience higher levels of emotion or encounter more difficulty regulating their internal experience of emotion*" (Hubbard & Dearing, ibid., p.96).

It has been suggested that nonverbal communications, such as facial expressions and tones of voice, are an important factor in the academic and social development of children (Nowicki & Duke, 1992; Hubbard & Dearing, op.cit.). Those who are not adept at interpreting nonverbal cues may behave inappropriately and may not perceive the connection between their actions and the reactions of their peers. Investigating this with 456 children aged six to ten years, Nowicki and Duke (op.cit.) found that children who were unable to interpret non-verbal emotional information correctly were less popular, tended towards external LCB and had lower academic achievement. If, as is suggested, nonverbal communication is important in "*the basic caretaking, caregiving, and affiliative experiences of the child*" (Nowicki & Duke, ibid., p.386), there are implications for very young children who experience some form of abuse, such as neglect, where there may be little positive nonverbal communication. This may then negatively affect their ability to interpret nonverbal communication correctly, which could be another factor for the educational attainment of LAC. Hubbard and Dearing, (op.cit.), in their review of the literature, also found evidence that primary school children identified as rejected by their peers, have more difficulty recognising emotions from physical and situational cues than children with higher SMS. This may also be true of older children.

In an Australian study exploring LAC's perceptions of outcomes of the care experience, Fernandez (2007) interviewed 59 LAC aged between seven and 15 years. She was particularly interested in their adjustment, including the ability to form adaptive relationships, concentration and behaviour difficulties, and also their relationship with foster and birth family, reasons for separation, and care history. In exploring the emotional experience of initial separation, the LAC were asked about a series of feelings to elicit their emotional reactions. The LAC also completed the 'Hare S-E Scale' (unpublished), and Armsden and Greenberg's 'Interpersonal Parent and Peer Attachment Inventory'. Their methodology is questionable. Does asking children about a 'series of feelings', allow them to identify their feelings, or does it put words in their mouths? Were all the children emotionally literate enough to express their feelings? Some of the LAC were only four months old when they were

taken into care, so can they really remember and express how they felt in that pre-verbal stage? That aside, some interesting findings emerged from this study. Fernandez found many of her sample had concentration and behavioural problems, "*The most commonly acknowledged was 'finding it difficult to stick at things for more than a few minutes', affecting 54% of the children*" (Fernandez, ibid., p.354). Also between 40% and 44% of the children had difficulties with concentration, impulsivity and restlessness (Fernandez, ibid.).

Both Comfort (2007) and Cameron and Maginn (op.cit.) stress the importance of teacher education in the causes of problematic or challenging behaviour, particularly with LAC who have experienced neglect, abuse, dysfunctional early relationships and rejection. Most important is the awareness of the impact of these traumas on brain development and affecting "*memory, narrative, emotion representation and states of mind*" (Cameron & Maginn, ibid., p.84),

> "*feelings have a vital role in the development of learning, since it is through our subjective, emotional world that we develop our personal constructs and meanings, and make sense of our relationships and, eventually, of our place in the world*" (Greenhalgh, 2004, p.160).

2.2 Theoretical framework

The purpose of this section of the literature review is to examine modifiable social learning issues that have a bearing on the educational achievements of LAC. It covers research objectives 1 to 3 (Chapter 1, pp.8-9). These issues are based on selected themes arising from the review of the research literature in the previous section and which reflect the impetus for the study (see Chapter 1, p.7):

- SMS - associated with the social and behaviour difficulties of LAC (St. Claire & Osborn, 1987; Heath *et al.*, 1989; Rees, 2006; Cooper & Johnson, 2007; Fernandez, 2007);
- LCB - associated with the educational achievement of LAC (Jackson & Martin, op.cit.); and
- S-E - associated with social and emotional difficulties of LAC (Heath *et al.*, 1989, 1994; Jackson & Martin, op.cit.; SEU, 2003; Rees, op.cit.; Cooper & Johnson, op.cit.).

The social and educational significance of SMS, LCB and S-E was outlined in Chapter 1, p.4).

As already outlined in Chapter 1, this research is based on aspects of SLT and subsequent developments (Moreno, 1953; Rotter, *et al.*, 1972; Dweck, 2000; Emler, 2001). Alternative theories were considered, but SLT was deemed to be the most appropriate to underpin this study. It is broader than both psychoanalytic theory and cognitive development theories, such as Piaget and Vygotsky, as noted in Chapter 1. These alternatives are not appropriate for a school-based study where one-to-one assessments of individual children were not allowed under the conditions of the permissions granted by the SSD and ED of Countyshire. A further consideration was that any behaviours linked to aspects of theory needed to be potentially modifiable within the classroom situation. In addition, the time-consuming nature of devising tailor-made measures was not practical and did not form, and may have detracted from, the overall aims and objectives of the research. Therefore, suitable existing, valid and reliable measures enabling the objectives of the research to be met had to be borne in mind (see Chapter 5).

SLT provides a conceptualisation of how children behave in terms of relationships with peers and 'significant others' and in taking responsibility for their own

behaviour and learning. It has considerable bearing on the learning and teaching of all children. The education of LAC encompasses four major disciplines: child development, education, social sciences and psychology. It is from these that the central theoretical bases were identified. The aspects of SLT set out in *Table 2.1* (below) represent related dimensions in child development. Each is multi-dimensional. They are not hierarchically ordered as they are interrelated. They will be considered in the order they appear in the research questions and in *Table 2.1*.

Table 2.1 Structure of the theoretical base

Research Questions	Theory	Description
1. What is the theoretical framework for this study?	**Social Learning Theory** (SLT)	SLT is the overall theoretical context underpinning this study. It is a conceptual umbrella including subsequent formulations. It concerns the acquisition of, and influences on, the learning of behaviours over time.
2. What are the social perceptions of LAC within the context of their classroom?	**Sociometric Status** (SMS)	SMS concerns peer relationships. It is believed to have an effect on learning and behaviour.
3. What are LAC's social perceptions of self within the context of their respective classrooms?	**Locus of Control Belief** (LCB)	LCB is the extent to which individuals accept responsibility for their own behaviour. It has links to: **Attribution Theory** (AT) – i.e. the attribution an individual gives to antecedents, behaviours and consequences, e.g. their social and educational successes or failures; and **Learned Helplessness** (LH) – i.e. the learned belief of an individual that they have minimal control over their lives, i.e. when external influences dominate.
	Self-Esteem (S-E)	S-E stems from self-concept (S-C), i.e. the individual's perception of self in terms of personal attributes, social competency and acceptance, and the ideal self. S-E is the effect of an individual's self-perception on learning and peer relationships. Self-perception begins at birth with the child/mother relationship, linking it to: **Attachment Theory** (ATT) - a construct that centres on the child/mother bond, and the effects of severance. Attachment also has implications for SMS and LCB, and may be particularly pertinent for LAC.
NB. The literature review concerns the theoretical aspects of SMS, LCB and S-E. The tests and measures are addressed in Chapter 5.		

2.2.1 Social Learning Theory (SLT)

Rotter's SLT proposes that learning occurs through reinforcement, observation, imitation and remembering. The expected outcome and the value of that outcome to the individual determines their behaviour (Rotter *et al.*, op.cit.; Gammage, 1982).

Behaviour is dependent upon both exogenous and indigenous factors surrounding the development of personality and motivation. Although partly reflexive, it is influenced by new experiences with the potential to change the individual's expectancies and reinforcement values, so altering behaviour potential and reinforcement values. The value of a person's experiences or perceptions may be either positive/internal reinforcement or negative/external reinforcement,

> "*a person's experiences (or his interactions with his meaningful environment) influence each other. Otherwise stated, personality has unity*" (Rotter *et al.*, op.cit., p.7).

The expression of a child's most basic needs in the early days of life is met by a response from the parent or carer, i.e. reinforcement. The child learns from this what behaviour is effective in self-actualisation (Gross, 2001). Consistent reaction reinforces behaviour positively or negatively, but inconsistent reaction confuses the child. If reinforcement is delayed, e.g. through neglect, the child may learn to distrust others/adults because the reinforcement is perceived as unpredictable. Trust once betrayed, is difficult to restore. It is important in determining behaviour because "*our expectances for future reinforcement depend upon the promises or statements of others*" (Rotter *et al.*, op.cit., p.23).

By identifying certain social and cognitive factors, including the media, as influential in learning, Bandura developed and refined earlier theories by Rotter, for example. Considering children's imitative behaviour needed further explanation, his theory concerns the interrelationship between:

- learner - i.e. their behaviour;
- environment; and
- learning outcomes – i.e. internal events influencing perceptions and actions.

(Bandura & Walters, 1969; Bandura, 1977a,b; Gredler, 2008).

From the perspective of social cognitive theory, changing behaviour is believed to be more effective when the individual arrives at it through their own cognitive processes (internal), rather than through manipulation by other people, i.e. external

reinforcement. It requires reflection following the successful completion of a task (a mastery experience), the consequences of their own actions, or by observing others. In this way the regulation of behaviour comes under the control of the individual rather than the stimulus or reinforcement (Bandura, 1977b; Pajares, 2006). Using this approach, children would need to be taught to accept setbacks and failure as well as the possibility of failure, in order to view them positively, and use them as vehicles for learning and improvement (Bandura, 1977b; Dweck, op.cit.; Pajares, op.cit.).

Gredler (op.cit.) summarised Bandura's explanation of the acquisition of pro-social and anti-social behaviours as: modelled behaviours; consequences of the model; and cognitive processes of the learner. She defines learning as,

> "*the acquisition of symbolic representations in the form of verbal or visual codes that serve as guidelines for future behaviour*" (Gredler, ibid. p.292).

Through Bandura, the concept of self-efficacy, i.e. beliefs about one's own capabilities, and self-regulated learning, or academic competence, became an important feature of SLT (Gredler, ibid.).

2.2.2 Sociometric Status (SMS)

The importance of SMS in this study can be found in Moreno's observation that schools generally group children according to chronological age first and ability second. He argued that children's feelings should be taken into consideration when groups are formed in schools. He postulated that the invisible structures of human groups have a powerful effect on behaviour and suggested that structuring groups informed by sociometric testing could help to improve behaviour and benefit learning. Through such testing he believed that early identification of 'delinquent tendencies' can be made enabling preventative interventions to be put in place. This has been echoed in later studies (Moreno, op.cit.; Coie *et al.,* 1990).

In a study involving children aged eight to 12 years (N=311), Coie *et al.* (1982) identified five SMS categories: 'popular'; 'average'; 'controversial'; 'neglected'; and 'rejected' (see *Appendix 4*). Crucially, children's perceptions of behaviours associated with different types of social status were used rather than adult interpretations of observations (Coie *et al.*, ibid.). As Coie and Dodge (1983) found rejected status to be relatively stable and rejected children's social difficulties persistent, they suggest the development of intervention programmes to be

particularly important. Peer rejection and aggression together in children between six and eight years old, are considered predictive of problems in middle childhood and adolescence (Bierman *et al.*, 2004).

Research has shown an association between peer relationships and children's educational attainment. Acceptance or rejection of a child by their peer group may affect that child's level of participation and motivation to achieve academically (Wentzel & Asher, 1995). Children with high levels of impulse control, i.e. those able to self-regulate and are self-confident, are more likely to be accepted by their peers than those who are not (Coie *et al.,* 1990; Wentzel & Asher, op.cit.). However, as Wentzel and Asher (ibid.) suggest a high level of acceptance by peers is not as important for academic achievement as being liked by teachers, it would follow that,

> "*school-based interventions to improve academic motivation might profit from a greater focus on developing positive student-teacher relationships as a way to offset the potentially negative motivational effects of being rejected by one's peers*" (Wentzel & Asher, ibid., p.762).

A longitudinal study by Bolger *et al.* (1998) compared peer relationships and S-E among maltreated and non-maltreated children aged eight to ten years (N=214). They found these two variables were related to maltreatment, and that the S-E of chronically maltreated children who reported having a high-quality friendship increased over time. This lead to the suggestion that,

> "*chronically maltreated children may be especially in need of, and able to benefit from, peer-based intervention strategies to improve their personal and social adjustment*" (Bolger *et al.*, ibid., p.1195).

Social interactions relating to friendships affect academic learning. They provide the skills for co-operative and collaborative working, e.g. sharing, compromise and conciliation. Conversely, peer group relationships are affected by the child's attitudes to school and academic work (Hartup, 1996; Erwin, 1998; Dunn, 2004). Baumeister *et al.* (2005) view human social life as a 'bargain' between the individual and the society in which they live, i.e. the individual self-regulates in order to gain social acceptance, and society grants acceptance to those who self-regulate. Either party has the capacity to renege on the deal. The individual who does not self-regulate is likely to be rejected by society. However, when society rejects an individual who has kept the 'rules' that person may respond by

abandoning self-regulation. This may be either deliberate or subconscious, "*rejection might directly cause the self-regulation system to stop working*" (Baumeister *et al.,* ibid., p.590).

If children do not have the appropriate social skills they need they may resort to aggressive and disruptive tactics in their attempt to "*be noticed and accepted by their peers and teachers*" (Iwaniec, op.cit., p.121). Unfortunately, this can lead to exclusion or rejection by peers (Asher & Dodge, 1986) and even teachers (Wentzel & Asher, op.cit.; Iwaniec, op.cit.). To compensate, some children may try to become particularly close to one or more adults in school by being especially helpful (Iwaniec, ibid.).

Little attention seems to have been paid to children's relationship problems caused by external events. Moving house and changing schools are known to be particularly disruptive for young children as they have little control and must adapt without peer support. How much more so for those who have been taken into care,

> "*repeated moves can prevent children from establishing and learning about long-term close relationships and this can prove a social handicap in later life*" (Erwin, op.cit., p.113).

SMS has links to AT, LH and S-E. It has been observed that socially neglected and rejected children attribute hostile intentions where none are intended, e.g. being bumped into by accident, and is associated with low SMS (Dodge & Feldman, 1990; Gifford-Smith, 2004; Rudolph *et al*., 2005). Rejection by peers and/or family, whether actual or perceived, could reduce S-E, and conversely, those with low S-E may believe they have little chance of being socially accepted and therefore make little effort (Gifford-Smith, op.cit.; Baumeister, *et al*., 2005).

Having a friend is considered to be a protective factor providing companionship as a source of comfort, support, pleasure, and enhancing S-E and self-worth (Dunn, op.cit.; Iwaniec, op.cit.). However, it depends on the quality of that friendship (Bagwell, 2004; Kupersmidt & DeRosier, 2004). Criss *et al.* (2002) conducted a longitudinal study into peer acceptance and friendship with 585 families with young children in the US. Like Bolger *et al.* (op.cit.), they found positive peer relationships to be a protective factor for children who are "*exposed to family risk and adversity*" (Criss *et al.*, op.cit., p.1234). This was particularly so with regard to peer acceptance. This finding is especially pertinent for LAC.

2.2.3 Locus of Control Beliefs (LCB)

The term 'Locus of Control' emanates from Rotter's construct of social learning. Used mainly in describing a personality characteristic, it concerns how much responsibility one takes for one's own behaviour (Rotter *et al.*, op.cit.; Gammage, op.cit.; Twenge *et al.*, 2004), and involves the "*perception of a contingent relationship between one's behaviours and subsequent outcomes*" (Elliott, 1997, p.31).

Theoretically, there is a continuum of control with two extremes, internal and external. Those with internal LCB recognise that they themselves influence events and outcomes and therefore assume greater control over their behaviour. Those with external LCB do not associate cause and effect, and consequently attribute their successes or failures to other influences, luck or chance. The norm is in between (Lefcourt, 1991). Internality is generally viewed in positive terms, whilst externality is associated with negative outcomes such as low educational achievement, depression, anxiety, stress, and anti-social behaviour (Twenge *et al.*, op.cit.).

The importance of LCB in this research is supported by evidence of a positive relationship between internality and academic achievement (Findlay & Cooper, 1983; Jackson & Martin, op.cit.; Musher-Eisenman *et al.*, 2002). It is believed that LCB is learned (Rotter *et al.*, op.cit.; Twenge *et al.*, op. cit.), therefore it is potentially modifiable. However, as LCB cannot be said to cause academic achievement, it cannot be assumed that,

> "*interventions designed to enhance student beliefs about internality will necessarily also improve school achievement*" (Findlay & Cooper, op.cit., p.245).

Over the past fifty years, sets of questions and scales for identification and analysis, have been developed to facilitate the measurement of LCB. Those designed for children will be discussed briefly in Chapter 4.

2.2.3.1 Attribution Theory (AT)

According to Weiner's AT, the emotional response to success or failure, e.g. pride or shame, influences expectations of future outcomes. This affects both academic and social behaviours (Weiner, 1980; Harter, 1996; Gredler, op.cit.). The implications of attribution theory are therefore important in this study as it concerns both children's educational achievements and sociability.

The three AT dimensions (*Table 2.2*) affect self-worth, S-E and self-confidence either positively or negatively. Hopelessness, guilt and shame may be engendered where attributions are negative and internal.

Table 2.2 Attribution Theory: three dimensions

Attribution Theory: three dimensions (Elliott, op.cit.; Gredler, op.cit.)	
1. Locus of causality	- e.g. ability (internal) or luck (external)
2. Stability	- e.g. ability (stable) and effort (unstable)
3. Controllability	- e.g. effort (controllable) and ability (uncontrollable)

Attributions are not the sole prerogative of the individual. With LAC, attributions about certain events will be made not only by the LAC themselves but by their foster carers, social workers, teachers, teaching assistants and classmates, who may react to perceived causes of behaviour with, e.g. sympathy or frustration (Weiner, op.cit.; Gredler, op.cit.).

Three considerations should be taken into account when considering affecting attributional change in the classroom:

- analysis of current attribution cues signalling failure to the child;
- identification and implementation of alternative teacher behaviours which may be cues; and
- identifying group activities fostering alternative strategies for achievement and realistic goal setting (Gredler, ibid.).

Attributions regarding achievement are not only influenced by past successes and failures, but also by the level of the individual's S-E and self-concept. These are informed by the emotional reactions of others.

2.2.3.2 Learned Helplessness (LH)

Seligman's theory of LH concerns feeling unable to control events, with 'others' assuming power (Seligman, 1972; Gross, op.cit.). For example, a repeatedly abused child may learn they exert so little control over those traumatic episodes that they are in effect helpless. If they are subsequently taken into care it could be perceived that adults have assumed control reinforcing those feelings. LH could be further compounded by multiple placement moves. In other words, trauma affects cognition, and repeated trauma can lead to LH,

> *"children who have been emotionally abused consistently give up trying to progress in their development and succumb to 'learned helplessness'"* (Iwaniec, op.cit., p.7).

Trauma can affect emotional well-being and lead to depression. LH is understood to influence behaviour. It is thought that it affects, and is affected by, attachment and LCB. Furthermore, there is an effect on S-E and self-concept which could, in turn, affect SMS. LH is also believed to reduce motivation and interfere with learning (Erwin, op.cit.; Gross, op.cit.).

Motivation in relation to learning is considered to be modifiable. Children need to understand that manifest ability can be related to environmental circumstances. It may be helpful for teachers to assess the attributional beliefs of pupils so that intervention strategies can be planned to help self-defeating and helpless children (Dweck & Reppucci, 1973; Alderman, 2004).

2.2.4 Self-Esteem (S-E)

Some researchers have used the terms 'self-concept' and 'self esteem' interchangeably. Others make a distinction and consider the former term broader, and the latter more specific and relating to evaluation (Byrne, 1996). Self-concept (S-C) is a term used to convey generalisations about self, i.e. 'I' and 'me'. It concerns how we see ourselves in relation to our environment, and includes perceptions of how others see us. S-C is considered to be multidimensional, with physical, social, competence, affect, academic and family aspects, and includes S-E. It has been argued that a unidimensional global S-C also exists (Purkey, 1988; Marsh *et al.*, 1991; Bracken, 1996a, 1996b; Feiring & Taska, 1996).

The social, academic and competence S-C dimensions have particular implications for this study. Berndt and Burgy (1996) offer two definitions of social S-C. The first is our perceptions of our own social skills, and the second is our perceptions of social acceptance. They involve social comparison and are generally seen as having a positive effect on self-improvement and academic performance. However, upward comparisons may have a negative effect on academic self-concept, as they reinforce feelings of inferiority (Dijkstra *et al.*, 2008).

Academic S-C has two aspects. One is the affect of academic S-C on attainment. According to Marsh (1992), there is an association between matching areas of academic S-C and academic achievement and this can be content or subject specific. The other is the effect of teacher and peer interactions on a child's S-C. Negative reactions from teachers and peers affect a child's behaviour and lead towards negative self-concept, as does negativity from the internalisation of a poor

parenting experience (Wentzel & Asher, op.cit.; Cousins, 2002; Rudolph *et al.*, op.cit.; Iwaniec, op.cit.). Dijkstra *et al.* (op.cit.) observe that "*the classroom environment and its students are important determinants of students' self-concept*" (Dijkstra *et al.*, ibid., p.829).

Competence S-C, i.e. perceptions of self-efficacy, is considered dependent on how much control an individual thinks they have and how confident they feel in their abilities to deal with situations. It is influenced by biological factors, temperament and environmental factors, including parenting style (Novick *et al.*, 1996).

Those who are unsure of their competence or abilities may try to maintain a sense of worth by using various strategies to avoid failure. These give the impression of control. They include: self-handicapping by dismissing the task as being too hard or too easy; discounting praise or punishment; distorting initial beliefs, opinions as a self-protection strategy; and social comparison by using the behaviour and competence of peers as a reference point for their own behaviour and competence (Hattie & Marsh, 1996; Dweck, op.cit.; Pajares, op.cit.; Schofield & Beek, 2006).

Young children generally are concerned with conceptualising and clarifying issues of 'goodness' and 'badness'. Dweck (op.cit.) suggests that in contrast to helpless-oriented young children, and vulnerable children in particular, mastery-oriented children tend to equate success with being good and mistakes and failure with being bad.

Although confidence in one's abilities is helpful, Dweck (ibid.) argues that it does not protect children from the effects of difficulties and failure. She accepts that student's confidence in their own intelligence is a predictor of academic achievement, but only when they do not encounter difficulties, and not for those in transition situations, e.g. starting a new school. This has implications for LAC in contexts such as the classroom.

Purkey (op.cit.) suggested that as S-C is not innate but learned, it is therefore theoretically open to modification. However, some researchers consider that self-beliefs tend to be resistant to change. S-C is also believed to be developmental. Research suggests S-C changes and becomes more differentiated with age (Marsh, *et al.*, op.cit.; Berndt & Burgy, op.cit.; Bracken 1996a; Novick *et al.*, op.cit.; Pajares, op.cit.).

Studies have found that children with emotional and behavioural difficulties, and those who have experienced physical abuse, tend to have low global S-C (Prout & Prout, 1996). However, it has been suggested that,

> "*once established, enhanced self-efficacy tends to generalize to other situations in which performance was self-debilitated by preoccupation with personal inadequacies*" (Bandura, 1977b, p.195).

Competence beliefs are a source of S-E, and can influence performance related behaviour. Both competence and confidence, i.e. positive self-beliefs, have been found to be good indicators of motivation and future life choices (Alderman, op.cit.; Novick *et al*., op.cit.; Pajares, op.cit.).

S-E is a commonly used term. It has been thought of as a single characteristic which ranges from high to low, with 'low' being believed to cause problems and which can, and need, to be improved (O'Brien & Guiney, 2004; Gilligan, 2009). Although positive S-E is thought to be a protective factor against "*the adverse effects of negative experience*" (Gilligan, ibid., p.31), Gilligan (ibid.) warns that whilst low S-E is debilitating, very high S-E can also be problematic and is associated with narcissism. Both low and high S-E can be a relatively accurate self-assessment of successes or competencies, or they can be a distortion (Baumeister *et al*., 2003). High S-E can also be an illusion, a façade of boastfulness to conceal anxieties, and used as a strategy to protect oneself from failure (Pajares, op.cit.; Schofield & Beek, op.cit.).

It has been suggested that S-E derives from "*a number of different aspects of performance (e.g. academic, sporting, friendships)*... [and that between the ages of 5 and 10 years]... *a more global sense of self-esteem develops*" (Schofield & Beek, ibid., p.107). O'Brien and Guiney (op.cit.) argue that that S-E is not a 'concrete' concept but rather a descriptive and explanatory one that is difficult to define and measure. They suggest S-E is multidimensional. An individual has many self-esteems, e.g. a child may have low S-E with regard to reading because they struggle with it, yet may have high S-E for football because they have the required skills and earn their peers' admiration. Therefore to say a child has 'low S-E' may not be very helpful as the global use makes it restrictive. Global low S-E cannot be improved per se. Planning for improvement to S-E needs to be targeted and specific,

> "*a learner's experience and emotions undulate according to their own perception of their ability in relation to achievement and attainment in different curriculum areas. Even within one specific subject area a learner can have multiple esteems*" (O'Brien and Guiney, ibid., p.168).

There are a variety of methods aimed at enhancing S-E in schools. One of these is Circle Time. However, some children do not respond to Circle Time initiatives. Mosley believes a warm, positive approach to children with low self-esteem can frighten them. It invites them to trust, which they have learned is risky (Mosley, 1996). Praise is another method, but as Pajares (op.cit.) points out, when praise is perceived as undeserved, or the recipient considers themselves unworthy, the praise-givers eventually loose credibility, and the praise looses its effect.

Dweck (op.cit.) and Pajares (op.cit.) recommend an alternative to promoting S-E through praise or self-persuasion methods. Educational interventions could be designed to raise competence by teaching children to value learning rather than worrying about appearing clever, and to enjoy challenges and effort, and through providing "*genuine success experiences ...* [i.e.] *authentic mastery experiences*" (Pajares, ibid., p.344).

There appear to be links not only between LCB and S-E, but also between competence, S-C, self-worth, S-E and motivation. Lack of expected success can lead to lower S-E, and achievement of expected success to higher S-E, although associations are not necessarily causal (Emler, op.cit.; Harter, op.cit.; O'Brien and Guiney, op.cit.).

The implications for this study stem from the argument that if S-E is learned, it is open to change and that, "*self-esteem in children appears to be positively associated with achievement in school*" (Gurney, 1987, p.21).

2.2.4.1 Attachment theory (ATT)

It has been argued that insecure attachment behaviours have implications for both children and teachers in the classroom (see *Appendix 5*). Insecure children tend to lack self-confidence and are inclined to give up when they become anxious about a particular task. In addition, accumulating evidence shows the quality of early social relationships effects the development of young children's 'executive functions' including "*memory, narrative, emotion, representation and states of mind*" (Greig *et al.*, op.cit., p.16). This is likely to result in underperformance at school (Geddes, 1999, 2006; Atwool, 2006; Peake, op.cit.; Schofield and Beek, op.cit.; Bombèr,

2007; Greig *et al.,* op.cit.). According to Greig *et al.* (ibid.), as attachment status has been found to be a predictor of educational attainment, teachers need to be aware of the effect of early traumatic relationships on learning.

A number of strategies based on ATT have been suggested for helping children with difficulties in social relationships in the classroom. These include activities to help children to manage emotions and behaviour, to build trust, to enhance S-E, self-efficacy, cooperativeness and social skills (Schofield & Beek, ibid.; Geddes, 2006; Bombèr, op.cit.). Similar material is available through SEAL, a UK Government resource to promote 'Social and Emotional Aspects of Learning' (DfES, 2007c). However, Bombèr (ibid.) cautions that children who have not received sufficient nurturing to develop emotional literacy have a very low baseline, and may not be able to make full use of the SEAL material. For such children, a nurture group may provide them with the "*secure and safe environment that provides the conditions necessary for them to develop emotionally, socially and cognitively*" (Cooper & Tiknaz, 2007, p.14).

2.3 Summary

The first section of this literature review provides a background to the study through critical examination of previous research into the education of LAC. The paucity of research, particularly regarding LAC in primary schools, and the quality of data used is commented upon.

Previous research shows that,

- with a few notable exceptions, research into the education of LAC has tended to be undertaken by researchers from the field of social work;
- research has tended to focus on achievements at secondary school, and few research studies have included the educational attainments of primary aged LAC;
- it is accepted that generally, LAC have poor educational outcomes despite some questionable data;
- some LAC have been found to be high achievers. Their success seems dependent on their unique characteristics and circumstances, although internal LCB and resilience are important factors;

- school attendance and exclusion tend to be more problematic in secondary schools than in primary schools; and
- problems affecting the educational attainment of LAC originate in early childhood and prior to being taken into care. The factors include cognitive and language skills, behaviour, social adjustment, social disadvantage, S-E, emotional well-being, and baseline attainments and SEN, and the reasons for being in care.

The second section of the literature review provides the theoretical framework for this research. It centres on SLT as a conceptual umbrella, which was deemed the most suitable to address the research questions in this classroom-based study. Three aspects of SLT, SMS, LCB and S-E, together with three associated theories, LH, AT and ATT, were selected from themes arising from the review of previous research and reflected the impetus for the study. These theories are described and the relationship between these conceptualisations demonstrated. The theories concern the acquisition of, and influences on, the learning of behaviours and are pertinent to understanding and developing effective social relationships and learning in the classroom. As the name suggests, those aspects of social learning outlined above are considered to be potentially modifiable.

This literature review described the findings of previous research and the theoretical framework, and provided the background to the current research. It highlighted the paucity of reliable, empirical data, particularly regarding LAC in mainstream primary schools. This study seeks to contribute to the literature through an educational rather than a social work perspective. By focusing on the social learning and behaviour of a sample of LAC in mainstream primary schools, and examining their SMS, LCB and S-E, the empirical findings will be of practical use to teachers, the frontline professionals with the responsibility of improving the educational outcomes of LAC.

Chapter 3
Methodology

Introduction

This chapter begins with a description and justification of the structure of the study, i.e. the selected paradigm, the case study approach and grounded theory. It continues with an outline of the ethical elements that needed to be considered for this research. This is followed by details of the research design and specifically concerns the research questions relating to,

- the social perceptions of LAC, i.e. SMS within the context of their classroom;
- the LAC's social perceptions of self, i.e. LCB and S-E within the context of their respective classrooms;
- the educational attainments and the school attendance records of the LAC;
- perceptions of the school staff regarding the SMS, LCB, S-E and educational attainment of the LAC; and
- the devising of replicable methods and procedures to provide a useful tool for class teachers to assess pupils' SMS, LCB and S-E.

The theoretical framework of the study was discussed in Chapter 2. Issues concerning the validity and reliablilty of this study are addressed in Chapter 4.

3.1 Research Approaches, Paradigms and Methods

People try to make sense of the world in which they live. They do this within an historical and social context through experience, reasoning and research (Bentz & Shapiro, 1998; Cohen *et al.*, 2000). It is accepted practice for research to be carried out with reference to other studies, that is, using previous work as a model (Gilbert, 1993).

Research has been defined as "*a systematic investigation to find answers to a problem"* (Burns, 2000, p.3). It has been described as a scientific method i.e. one that is not only systematic, but controlled. It is also based on inductive-deductive reasoning. This is a cyclical process involving the testing of hypotheses through observation (deduction), and the identification of patterns through observation leading to tentative hypotheses and theories (induction) (Cohen *et al.*, op.cit.; Trochim, 2006). It is empirical, i.e. based on observation rather than theory (Cohen

et al., op.cit.), and is considered 'self-correcting' (Burns, op.cit.; Cohen *et al.*, op.cit.; Robson, 2002), i.e. the "*procedures and results are open to public scrutiny by fellow professionals*" (Cohen *et al.*, op.cit., p.5).

Established researchers differ in their application of terms used in research methodology – 'approach', 'paradigm' and 'method'. For example, Cohen *et al.* (op.cit.), Bentz and Shapiro (op.cit.), Robson (op.cit.) use the term 'approaches' to refer to positivist and post-positivist philosophies, whilst Coolican (1999) and Denzin and Lincoln (2005) use it in conjunction with the terms 'qualitative' and 'quantitative'. Teddlie and Tashakkori (2003) suggest such inconsistencies arise from the different fields of social and behavioural sciences in which they are used.

A definition of the term 'paradigm' is "*a typical example, pattern, or model of something*" (Concise OED, 2008). Bentz and Shapiro (op.cit.), Coolican (op.cit.), Burns (op.cit.), Robson (op.cit.), and Teddlie and Tashakkori (op.cit.) use the term to refer to 'positivism' and 'post-positivism'. Oakley (1999) uses it to refer to quantitative and qualitative research, whilst Trochim (op.cit.) seems to avoid using the word altogether. It could be argued that 'paradigm' may even be applied to a particular 'method' used to address a research problem, such as ethnography or action research.

'Method' is associated with the terms 'quantitative' and 'qualitative' (Burns, op.cit.), and also with, for example, 'ethnography', 'phenomenology', 'action research', 'hermeneutics', 'evaluation research', 'feminist research', and 'historical-comparative research' (Bentz & Shapiro, op.cit.).

Positivism, Anti-positivism, and Post-positivism

Positivism is "*a system recognising only that which can be scientifically verified or logically proved, and therefore rejecting metaphysics and theism*" (Concise OED, op.cit.). It is a philosophy concerning knowledge and research (Bentz & Shapiro, op.cit.; Trochim, op.cit.).

Positivism is associated with the study of 'natural sciences' and is generally based on a quantitative approach to research. For positivists, knowledge only arises from observable and measurable phenomena (Burns, op.cit.; Robson, op.cit.; Trochim, op.cit.) with the aim of understanding the world for the purpose of prediction and control (Trochim, ibid.). Positivists claim to be objective in their work to develop laws or law-like generalisations (Cohen *et al.*, op.cit.), although Burns (op.cit.) and

Trochim (op.cit.) point out, it is not possible to be totally objective. The choice of research problem and the interpretation of the results, for example, are subjective.

Positivism "*regards human behaviour as passive, essentially determined and controlled*" (Cohen *et al.*, op.cit., p.19) and does not allow for the complexities of human nature and the "*intangible and elusive quality of social phenomena*" (Cohen *et al.*, ibid., p.9). According to Burns (op.cit.), the study of 'human sciences', e.g. people's beliefs, emotions and introspections, are not considered by positivists to be valid phenomena to be investigated. Anti-positivists consider positivism to be "*mechanistic* ... [failing] *to take account of people's unique ability to interpret their experiences, construct their own meanings and act on these*" (Burns, ibid., p.10). In contrast to the positivist view, the anti-positivist approach is naturalistic, qualitative and interpretive (Gilbert, op.cit.; Cohen *et al.*, op.cit.).

Although tensions have existed between positivists and anti-positivists for some time, positivism was the dominant philosophy until the second half of the twentieth century. The conflict reached a critical point in the 1970s and 1980s with the so-called 'paradigm wars' (Oakley, op.cit., Teddlie & Tashakkori, op.cit.). Bentz and Shapiro (op.cit.) do not accept there was a 'paradigm shift' from the positivist standpoint to a post-positivist position. They do not believe that positivism was superseded by post-positivism, but rather that post-positivism developed alongside positivism and became dominant. Furthermore, following the 'paradigm wars', it became accepted that both quantitative and qualitative approaches to research might be required to provide greater insight into, and understanding of, issues under investigation, thereby improving the body of knowledge (Burns, op.cit.).

As this research is concerned with potentially modifiable aspects of social learning and behaviour, and the social and self-perceptions of LAC in particular, i.e. SMS, LCB and S-E, this study is from an anti-positivist perspective. As measures are required to assess the SMS, LCB and S-E the study also takes the post-positivist stance of accepting a quantitative and qualitative approach in order to gain a greater insight and understanding of these issues.

Quantitative and Qualitative Research

Quantitative research involves measuring by quantity (Concise OED, op.cit.). It is concerned with statistical analysis and therefore numerical in character (Gilbert, op.cit.). The aim is to produce a general picture mainly through the use of statistical sampling methods, i.e. of representative samples (Silverman, 2000). The emphasis is on the "*measurement and analysis of causal relationships between variables*" (Denzin & Lincoln, op.cit., p.10) rather than processes.

Qualitative research involves describing in terms of quality (Concise OED, op.cit.). Data are interpreted non-numerically in an attempt to understand social processes (Gilbert, op.cit.). People and behaviours are examined in their natural settings in order to make sense of, or interpret, phenomena. It is an "*interpretive, naturalistic approach to the world*" (Denzin & Lincoln, op.cit., p.3). The emphasis is on the quality of,

> "*entities and on processes and meanings that are not experimentally examined or measured (if measured at all) in terms of quantity, amount, intensity, or frequency*" (Denzin & Lincoln, ibid., p.10),

with the stress on "*the validity of multiple meaning structures and holistic analysis*" (Burns, op.cit., p.11).

Quantitative methods, considered by some to be more scientific, objective and superior, have been criticised for producing a narrow, limited, view of human behaviours that ignores the social context in which they occur. However, many decisions in the course of a quantitative study are subjective, e.g. deciding the focus of the study, choosing tests, drawing conclusions and interpreting the data, and deciding what parts to publish (Burke Johnson & Onwuegbuzie, 2004). Qualitative research has been criticised for being purely descriptive and subjective, but some researchers have argued that generalisations, or extrapolations, are possible by using techniques such as comparing one's own study with other peoples, and by using purposive, rather than random or theoretical, sampling (Coolican op.cit.; Silverman, op.cit.; Davey, 2004). Both methods have their strengths and weaknesses (*Table 3.1* overleaf). In discussing the development of research, Gerhardt (2004) comments that due to technological advancements the emotional aspects of human life, for example, which previously tended to depend on qualitative methods, can now be 'scientifically' examined bringing the two methods closer together.

Table 3.1 Summary of quantitative and qualitative research

Research type	Key Points	Strengths	Weaknesses
Quantitative (Cohen, Manion & Morrison, 2000)	• Positivist: observation by e.g. surveys, experiments, and "*observation and reason as a means of understanding behaviour*" (p.9). • Describes, explains and reports by collecting and statistically analysing numeric data. • Use of validated measures.	• Scientific reasoning. • Objective.	• '*Excludes notions of choice, freedom, individuality, and moral responsibility'* (p.22). • General/universal explanations. • Context is not integral. • Unable to deal with the intention, belief or opinion of respondents. • Questionable validity of some measures.
Qualitative (Anderson & Arsenault, 1998)	• Anti-positivist. • A variety of methods used to interpret, understand and explain *"phenomena in their natural setting*" (p.119), including interviews, observation, case studies, questionnaires with open-ended questions. • A variety of data sources providing triangulation. • Interpretation of behaviours in context. • Reflective.	• Values and perspectives are considered important. • Can deal with intentions, beliefs and opinions of respondents. • Triangulation to overcome bias. • Findings are placed in context.	• Informant's information may be unreliable. • The researcher as data collecting instrument, analyst and interpreter – dependant on skill • Time -consuming. • Subjective.

Post-positivist research methods have been developed to examine behaviours in context, e.g. 'contructivism' (Coolican, op.cit.; Robson, op.cit.) (see *Table 3.2* overleaf). Apart from 'grounded theory' (see section 3.4), none of these methods were appropriate for this study.

Table 3.2 Summary of more contemporary research methods

Research type	Methods	Description
Constructivism (Coolican, 1999)	Grounded Theory	The theory emerges from the research.
	Participative Research	Participants actively involved in the research.
	Ethnography	Researcher as participant observer.
	Action Research	Researcher working in the field to facilitate change.
	Endogenous Research	Helping participants/communities to evolve their own research.
	Collaborative Research	Researcher guides participants to conduct their own research.
	Feminist Psychological Research	Qualitative/participated methods addressing women's issues.
	Discourse Analysis	How individual versions of events are constructed through conversation.
	Reflexivity	Researcher discusses their work with the reader of the report.

3.2 Choice of Research Design

The research design adopted for this study is based on those used in psychological, educational and sociological research. The use of validated measures to explore and assess LCB and S-E follows an established approach to psychological research. SMS is assessed by quantitative sociological measures that are enhanced by qualitative data providing context as well as breadth and depth. LCB and S-E are fields within a social context that may also benefit from qualitative data. The whole study is deliberately set within an educational setting. The use of both quantitative and qualitative methods has been described as a 'paradigm of choices' with objectivity and replicability provided by the former and the interpretation of behaviours in context afforded by the latter (*Table 3.3* overleaf). While some consider the two methods incompatible, it has been argued that they are complimentary and together can provide a fuller picture of human behaviour (Patton, 1990; Coolican, ibid.; Evans, 2000; Silverman, op.cit.; Burke Johnson & Onwuegbuzie, op.cit.; Davey, op.cit.; Twiddy, 2006). Indeed, Jarrett and Sutton (2009) argue that journal reviewers and granting agencies should,

> "*give higher priority to descriptive – and mostly correlational - research that measures interesting and consequential behaviours across a range of situational variables. Careful methodology and appropriate data analysis remain essential, but perhaps the requirement that every study must test a tightly specified theory can be relaxed for a while"* (Jarrett & Sutton, ibid., p.832).

Table 3.3 Summary of the Paradigm of Choices

Methodology	Key Points	Strengths	Weaknesses
Paradigm of Choices (Patton, 1990)	Uses both qualitative and quantitative methods: • A variety of data sources providing triangulation. • Interpretation of behaviours in context. • Reflective. • Describes, explains and reports by collecting and statistically analysing numeric data. • Use of validated measures.	• Strengths from both qualitative and quantitative methods • Qualitative methods can explain and verify quantitative data and vice versa.	• Weaknesses from both qualitative and quantitative methods.

The term for using both quantitative and qualitative methods in a single study has changed over the years. The approach has been labelled multi-method or multi-trait, methodological triangulation, integrated or combined, and hybrid. 'Mixed methods' currently seems to be the preferred term.

Burke Johnson and Onwuegbuzie (op.cit.) consider mixed methods to be a third paradigm in educational research. They commend its use because it includes:

- triangulation through different research methods and designs;
- complimentary approaches to elaborate and clarify the results of each method; and
- opportunities for development by using the findings of one method to inform the other.

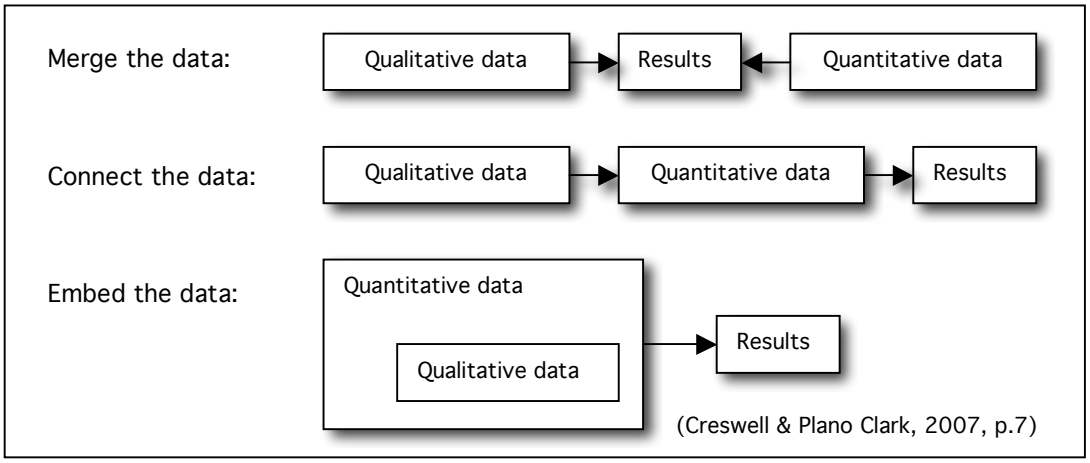
The strengths and weakness shown in *3.3* are expanded upon in *Table 3.4* overleaf. Mixed methods can be seen as an *"expansive and creative form of research, not a limiting form of research. It is inclusive, pluralistic, and complementary*" (Burke Johnson & Onwuegbuzie, ibid., p.17).

Table 3.4 Mixed Methods – strengths and weaknesses

Mixed Methods Research	
Strengths	**Weaknesses**
"*Words, pictures, and narrative can be used to add meaning to numbers.*	*Can be difficult for a single researcher to carry out both qualitative and quantitative research, especially if two or more approaches are expected to be used concurrently; it may require a research team.*
Numbers can be used to add precision to words, pictures, and narrative.	*The researcher has to learn about multiple methods and approaches and understand how to mix them appropriately.*
Can provide quantitative and qualitative research strengths...	*Methodological purists contend that one should always work within either a qualitative or a quantitative paradigm.*
Researcher can generate and test a grounded theory.	*More expensive.*
Can answer a broader and more complete range of research questions because the researcher is not confined to a single method or approach.	*More time consuming.*
The specific mixed research designs ... have specific strengths and weaknesses that should be considered (e.g., in a two-stage sequential design, the Stage 1 results can be used to develop and inform the purpose and design of the Stage 2 component).	*Some of the details of mixed research remain to be worked out fully by research methodologists (e.g., problems of paradigm mixing, how to qualitatively analyse quantitative data, how to interpret conflicting results).*"
A researcher can use the strengths of an additional method to overcome the weaknesses in another method by using both in a research study.	(Burke Johnson & Onwuegbuzie, ibid., p.21)
Can provide stronger evidence for a conclusion through convergence and corroboration of findings.	
Can add insights and understanding that might be missed when only a single method is used.	
Can be used to increase the generalizability of the results.	
Qualitative and quantitative research used together produce more complete knowledge necessary to inform theory and practice.	

Creswell and Plano Clark (2007) define mixed methods as a research design combining the methods of inquiry with the philosophical assumptions of methodology guiding collection and analysis of quantitative and qualitative data. They argue that qualitative and quantitative data need to be mixed to form a complete picture and suggest three methods to achieve this (*FIG. 3.1* overleaf).

FIG. 3.1 Three mixed methods approaches



Comparison of quantitative and qualitative data can also be achieved through discussion. The data is not merged or integrated. Instead, descriptive statistical results are reported and followed by "*specific quotes or information about a theme that confirms or disconfirms the quantitative results*" (Creswell & Plano Clark, ibid., p.140), or vice versa, providing a comparison of results.

Accepting that behaviours can be measured but that the results have little meaning unless they are placed in context through first or second-hand observations, a 'mixed methods' design was deemed appropriate for this study.

Everyone's worldview is shaped by personal experiences that influence how we approach our research projects. From Creswell and Plano Clark's broad descriptions of four worldviews, this study is mainly influenced by pragmatism, i.e. by focussing on the research question and using mixed methods. By using "*participants' views to build broader themes and generate a theory interconnecting the themes*" (Creswell & Plano Clark, ibid., p.23), there is also a constructivist element. The constructivist approach involves collecting data in situ, while pragmatism does whatever is most practical, with both using 'multiple realities' to provide different perspectives. Reflecting the quantitative and qualitative methods employed, pragmatic research is reported using both formal and informal styles (Creswell & Plano Clark, ibid.).

Creswell and Plano Clark (ibid.) provide helpful headings that can be used to clarify the elements of quantitative and qualitative research processes in this study (*Table 3.5* below).

Table 3.5 Elements of quantitative and qualitative research processes in this study

Process of Research	Quantitative Elements	Qualitative Elements
Intent of the research		To discover participants' views about particular phenomena, e.g. LCB, S-E, and peer relationships at school.
How the literature is used	To provide a justification for the study. To provide a background to the generation of hypotheses.	To provide a justification for the study.
How intent is focused	Asking closed questions of the children through scales/measures, and of staff through questionnaires.	Asking open-ended questions in staff interviews and opportunities for comment in staff questionnaires.
How data are collected	From participants in 15 classrooms: children's scales/measures. From local and national statistics, and school data.	From participants in 15 classrooms - staff interviews and questionnaires.
How data are analysed	Numerical statistical analysis.	Text analysis and identification of themes possibly leading to generalisations.
Role of the researcher		Identifies personal stance. Reports bias.
How data are validated	External standards and statistics.	Triangulation.

3.3 Case Study

Finding over 25 definitions of 'case study', VanWynsberghe and Khan (2007) proposed an alternative definition encompassing all,

> "*case study is a transparadigmatic and transdisciplinary heuristic that involves the careful deliniation of the phenomena for which evidence is being collected (event, concept, program, process, etc.)*" (VanWynsberghe & Khan, ibid., p.2).

In other words, a case study can be used with any research paradigm, in any area of study, e.g. science, social science, education, humanities, arts or business, and involves the focusing of attention on, and the detailed description of, the phenomena for which evidence is collected.

VanWynsberghe and Khan (ibid.) suggest a typical case study has seven characteristics, corroborating their proposed definition. These are shown in relation to this study in *Table3.6* overleaf.

Table 3.6 Case study: seven characteristics

Characteristics (VanWynsberghe & Khan, 2007)	**This study**
1. Small sample – e.g. one class of children.	Each of the 15 cases in this research concerns one class. The 15 LAC, one from each class, make up another but distinct case.
2. Natural setting – particularly complex ones.	This study concerns children's behaviour with regard to SMS, LCB and S-E on the playground and in the classroom.
3. Boundedness – i.e. set in a particular place and time.	This study takes place at arranged times in particular classrooms.
4. Multiple data sources	In this study qualitative and quantitative techniques are used to acquire data on SMS, LCB, S-E, from the children and school staff, and documentary evidence on attainment, SEN, and attendance.
5. Contextual detail	The analysis of various data in this study provides contextual detail on each of the 15 classes and each unique LAC.
6. Working hypotheses or **hypothesis generation**	Hypothesis generation is used in this study.
7. Extendability – i.e. not only extending knowledge and understanding of the phenomenon from one case, but by extending the research to other classes.	This study seeks to extend knowledge and understanding of the SMS, LCB and S-E from one case by extending the research to other classes.

Some researchers have referred to case study as a method, a research design, or a methodology. Others consider case study to be a strategic approach to research concentrating on a particular case, or small group of cases, occurring in a specific social or physical setting (Cohen *et al.*, op.cit; Robson, op.cit.). Three types of case study were identified by Yin and described by Bryman (2008):

1. Critical case – one allowing better understanding of the reliability of the hypothesis;
2. Unique case – one differing from the norm, as in many clinical studies; and
3. Relevatory case – one that has not been observed before.

A case study has been described as the detailed investigation of a specific case, e.g. a community, an organisation, a family group, a class, person, an event, or a culture. The sampling is usually purposive, purposeful or criterion-based. It can be used to evaluate, for example, an innovation, a decision, a service, or a programme (Burns, op.cit.; Robson, op.cit.; Bryman, ibid.). Case studies can be used as a

preliminary to a major investigation, a pilot study, or a study in its own right. Although they have also been used as an element in triangulation, Burns maintains that a case study, representative or atypical, should be a "*bounded system – an entity in itself*" (Burns, ibid., p.460).

A case study may involve a single case or it may be a multiple–case study with two or more cases. The cases in multiple-case studies could be chosen because they are contrasting. It could be assumed that the cases in this study were chosen because they are potentially replicable. Although they all centre on LAC, there are considerable variables making each a unique case. Alternatively, this study could be described as a single case study, i.e. that of the education of primary LAC in mainstream schools in a local authority, within which the cases of individual LACs are embedded.

Compared to single-case studies, Yin contends that multiple cases "*strengthen your case study findings and make your interpretations more robust*" (Yin, 2004, p.xv). Through analysis, the findings can be generalised taking them beyond the specific circumstances of the individual cases.

Both quantitative and qualitative methods may be employed in case studies (see *Table 3.7* below). The benefit of using a combination of quantitative and qualitative methods is summed up by Yin,

> "*the more that your case study relies on different types of evidence that triangulate or converge on the same findings, the stronger it will be*" (Yin, op.cit., p.100).

Table 3.7 Case study – suggested methods (Bryman, 2008; Burns, 2000; Coolican, 1999)

Methods	Examples
Historic	Tracing developments in an organisation or system over time.
Observation	Looking at a part of an organisation, e.g. a class, a group, the teacher or a pupil.
Oral	Interviews to access, e.g. individual accounts of experiences.
Situational analysis	A particular event.
Clinical	To gain in-depth understanding of an individual : usually using detailed interviews, non-participant observation, documents, records, tests; and/or multi-case studies

The disadvantages of case studies concern reliability and validity. Reliability can sometimes be checked by comparing information gained from different sources.

Coolican (op.cit.) warns that the interaction between interviewer, or observer, and subject are prone to interpersonal variables and may affect the researcher's objectivity, although Burns (op.cit.) points out that complete neutrality is unrealistic.

Coolican (op.cit.) offers four advantages for the use of case studies:

- to offer insight into cases of particular or singular interest;
- the possibility of encountering a case contradicting a theory or trend;
- to enable refinement of a broad hypothesis; and
- to provide depth and insight.

These broadly reflect the types of case study described above. An additional benefit is that "*the case study allows an investigation to retain the holistic and meaningful characteristics of real life events*" (Burns, op.cit., p.460).

Case studies have been criticized for using small samples, but it has been argued that they are useful both as a source of theory building and testing, and for testing hypotheses (VanWynsberghe & Khan, op.cit.). A set of case studies involving detailed accounts of a small number of individuals with common features can be useful for exploring "*possible causes, determinants, factors, processes, experiences, etc. contributing to the outcome*" (Robson, op.cit., p.181).

With multiple case studies there could be an "*intensive presentation of the individual cases*" (Yin, ibid., p.86), or the evidence could be integrated and the findings generalised from implications of parallel experiences, i.e. an "*integrated cross-case discussion*" (Yin, ibid., p.86). The overall explanation needs to account for differences among the cases. Alternatively, selected cases could serve as replications or direct contrasts of each other. Either way, rather than tallying the results to arrive at general findings, Yin (ibid.) advises that explanations should be put forward with arguments strengthened by references from the literature and theory.

This research is a detailed investigation of a specific case, i.e. that of mainstream primary school classes with one LAC in one LA within which the cases of 15 individual LACs are embedded. Although the individual cases centre on LAC, there are important common variables characterising each unique case. The set of case studies will be used to generate hypotheses. Reliability will be achieved through triangulation, i.e. the employment of various quantitative and qualitative data sources – school documents, children's test results, staff questionnaires and class

teacher interviews (Robson, op.cit.; Yin, ibid.). The objectivity/neutrality of the researcher will not be compromised as the LAC will neither be observed nor interviewed, a key condition of the permissions granted by the Social Services (SSD) and Education Directorates (ED) of the LA that is the focus of this research (Countyshire).

3.4 The Role of the Researcher

The role of the researcher begins when the idea for the project, or study, first arises. Three issues need to be considered at the outset, values, ethics and the relationship with the participants.

Values

Reflecting on qualitative research, Fink (2000) asserts, "*every consideration and decision*... [is] *based on entirely personal grounds*" (Fink, ibid., para.3), and according to Carr (2000), educational research cannot be, and nor should it be, value-free. He reasons that those who choose to study education do so because of their commitment to education, its "*purpose, value and goals*" (Carr, ibid., p.440). Although every effort should be made to be objective, to minimise bias, Robson (op.cit.) and Greenbank (2003) agree that research is not value-free and so, in the words of Greenbank, researchers should adopt a "*reflexive approach and attempt to be honest and open about how values influence their research*" (Greenbank, ibid., p.791). This is echoed by the British Educational Research Association (BERA) (2004) guidelines.

This researcher's background, and the reasons for undertaking this study, were outlined in Chapter 1. Her philosophical stance is to be found earlier in this chapter, and her approach to the research is reflexive.

See 'Distortion of Data' (section 3.7.7) for additional comment.

Ethics

Ethics is central to research and it is the researcher's responsibility to ensure the issues are addressed (Robson, op.cit.). As the focus of this research involved LAC, ethical issues were of paramount importance. They were central to the obtaining of the permissions, as the well-being and anonymity of all the children involved, but particularly the LAC, had to be ensured.

See 'Ethical justification' and 'Ethics' (sections 3.6 and 3.7) for how ethical issues are addressed in this study.

Relationship with the participants

The role of the researcher in respect of participants in quantitative research generally involves the application of formal instruments (Burns, op.cit., Bryman, op.cit.). In qualitative research, the researcher is the instrument (Burns, op.cit.). Generally, quantitative researchers tend to use non-participant observation, i.e. interaction is minimised. With the use of postal surveys, one-way mirrors or cameras it can be avoided altogether if necessary (Burns, ibid.; Bryman, op.cit.). Qualitative methods tend to require interaction in order to understand the participants viewpoint, e.g. in face-to-face interviews. Some qualitative researchers may be very involved with the lives of participants, as in ethnography (Burns, op.cit.; Bryman, op.cit.).

In this study, the conditions of the permissions influenced the researcher's position with regard to the participants. There was to be no contact with individual children so the role here was to administer the SMS, LCB and S-E measures as a non-participant. In consideration of time pressures in schools, there was only indirect contact with the school staff through questionnaires sent by post. Participant observation was required for interviews with the CTs. There was an awareness of the possibility of tensions between the CT and the researcher, particularly if the CT felt they might be criticised in any way, so it was necessary to establish their co-operation, trust and openness.

3.5 Grounded Theory

Originally used in the field of sociology, 'grounded theory' (GT) is a qualitative research method whereby a theory is generated and constructed from patterns emerging from qualitative data, i.e. the theory is 'grounded' in the data that have been collected and analysed. This is in contrast to traditional methods where theory is used as a base from which the research proceeds, i.e. hypothesis testing, or as it has been described, "*logically deduced theories based on ungrounded assumptions*" (Glaser & Strauss, 1967, p.43). Glaser and Strauss, the earliest proponents of GT, suggest that 'substantive theory', arising out of empirical sociological inquiry, precedes the conceptual 'formal theory' (Glaser & Strauss, ibid.; Anderson & Arsenault, 1998; Coolican, op.cit.; Dey, 1999; Taber, 2000;

Allan, 2003; Davey, op.cit.).

Rather than prescribing a methodology, Glaser and Strauss provided a springboard for other researchers to develop their own methods of GT. Their idea was that researchers using GT would not be tied to, or by, a theory, but would be able to proceed with what is controversially deemed 'an open mind'. It is believed that by keeping familiar theories and ideas from dominating their thinking during the data-gathering and analysis process, the broadest possible picture will be achieved before hypotheses are formed (Glaser & Strauss, ibid.; Dey, op.cit.). Burns (op.cit.) and Creswell & Plano Clark (op.cit.), argue the importance of qualitative researchers acknowledging that their values, priorities and experience of the world, influences their work. Charmaz (2006) suggests such awareness can lead to greater reflexivity.

Like Glaser and Strauss, Charmaz (ibid.) regards GT as a set of principles and practices, flexible guidelines rather than prescriptions, and considers them complementary to qualitative data analysis. The methods are tools for the researcher to use to enhance understanding, and appropriate tools need to be selected for the task. Bearing in mind that GT is not a prescriptive method, a general format for GT can be discerned as outlined in *Appendix 6* (Glaser, 1978; Bartlett & Payne, 1997; Dey, op.cit.; Charmaz, op.cit.).

Taking advantage of the openness of GT methodology, Clarke (2005) offers 'situational analysis' as an additional approach to analysis. Here, the "*conceptual infrastructure, or guiding metaphor*" (Clarke, ibid., p.xxii), is social worlds and arenas, and negotiations. It is an extension of Strauss's work and replaces the 'basic social process' of the earlier GT model. Intended as a supplement to 'traditional' GT data-gathering and analysis, not as a replacement, the purpose is to open up the data and examine it in new ways whilst keeping within the GT framework. As Clarke's intended audience is experienced GT researchers, her suggestions have not been considered for use in this study.

Generally in GT, sampling decisions, except for the initial sample, are not made in advance because they are supposed to be informed by analysis of data from that initial sample. This is in order to fill emergent gaps and to test and develop the categories further (Glaser & Strauss, op.cit; Dey, op.cit.). It could be argued that as GT is not a prescribed but a flexible method, there is some leeway. In this study, the cyclical approach to sampling, characteristic of GT, was not possible. The

sampling was dictated by demographic considerations, i.e. the number of LAC fulfilling the criteria (see section 3.8.2 - sampling), and the conditions of the permissions set by Countyshire SSD and ED (see section 3.7.2).

Although GT is an accepted research method and is used by several disciplines, including psychology, education and business, it has not been without critics, and not least criticisms of Glaser by Strauss and Strauss by Glaser. The controversies appear to centre on ambiguities in the original text and whether GT methodology should be more prescriptive. One criticism is the association with qualitative research despite the originators' intention of bridging the qualitative/quantitative divide (Glaser & Strauss, op.cit.; Dey, op.cit.; Allan, op.cit.; Charmaz, op.cit.). This study uses a mixed methods approach where quantitative and qualitative data are brought together (see section 3.2 - 'Choice of Research Design'), and thus would seem to conform to the aim of GT by bridging that gap.

Further indications for the appropriateness of GT for this study concern education and case studies. In using GT when researching 'Primary Teachers Talking', Nias (1991) felt she was "*generating fresh insights which were genuinely 'grounded' in the data*" (p.139). After categorising, refining and subdividing the data, identifying internal consistency and any contradictions, she was able to draw the emerging themes into a hypothesis. Such insights can be used to provide "*meaningful advice for curriculum planners and classroom teachers*" (Taber, op.cit., p.483), which is in line with the objectives of this study.

Considering case studies, Taber suggests that,

> "*a novel key feature of grounded theory is the process of moving from in-depth study of the specifics of individual cases to more general features of the wider context*" (Taber, ibid., p.482).

As this study is an inquiry rather than a problem-solving exercise, the results of the 15 case studies will be used to generate hypotheses.

3.6 Ethical Justification

The main focus of this research is to advance awareness and understanding of four aspects of the education of LAC, including SLT, SMS, LCB, and S-E. To date, research in this field has tended to centre on adolescents. This research looks at children aged five to ten years.

During the study period Countyshire sought to improve the educational outcomes for LAC by:

1. reducing permanent and fixed term exclusions;
2. maintaining good attendance of LAC; and
3. improving the stability of LAC ... [including education]

(Countyshire Local Education Authority & Social Services, 2002).

They continue to strive to improve the educational attainment of vulnerable children, including LAC (Countyshire, 2008).

This study provides a descriptive analysis and evaluation of aspects of the educational provision for LAC in the county, from YR to Y6. It led to an investigation of LCB, S-E and SMS, children's perceptions that are amenable to modification by educational interventions.

3.7 Ethics

It is essential that the question of ethics be considered throughout the planning and execution of the research. Simons defines ethics as:

> "*the search for rules of conduct that enable us to operate defensibly in the political contexts in which we have to conduct educational research.... to maintain a balance between 'an individual's right to privacy' and the public's right to know*"" (Simons, 1995, p.436).

This study draws on ethical guidelines used in educational, social and psychological research (British Psychological Society (BPS), 1993, 2006; Social Research Association (SRA), 2003; BERA, 2004). Because of the sensitivities surrounding LAC, high priority is given to ethical considerations, particularly those relating to consent, child protection, confidentiality and anonymity (Ely *et al.,* 1991; Denscombe & Aubrook, 1992; Patton, op.cit.; Smith, 1993; Cohen & Manion, 1994; Cohen *et al*., op.cit.; Lewis & Lindsay, 2000; Silverman, op.cit.; DfES, 2001a & 2005e; Connolly, 2003, Davey & Pithouse, 2008).

This consideration is based on the following seven sub-headings and definitions, selected because of their centrality to this research.

3.7.1 Access

For this study, access to the participants had to be gained at a number of levels. Preliminary work, trying out the procedures for the sociometric and psychometric tests, involved the permission of the head of the school where this researcher had taught. The pilot study required the permission of headteachers who were interested in the subject and was achieved through personal contact. For the study as a whole, the permission of Countyshire Children's Services and Services to Schools had to be obtained as the list of LAC and the schools they attended would not otherwise be available.

3.7.2 Consent

The issue of consent in education research is complex and controversial. Current thinking is that consent of research participants, and/or their carers, should be 'informed', i.e. awareness of purpose, nature of the participant's contribution to the data, and how the information will be used. This is stressed in SRA Guidelines, with warnings about the difference between "... *tactical persuasion and duress...*" (SRA, 2003, para.4.2; Davey & Pithouse, op.cit.). Whilst researching drug/risk-taking in schools, Denscombe and Aubrook (op.cit.) identified the following ethical issues regarding consent:

- Administration of questionnaires during class time could be seen by pupils as some sort of a test, even if assured this was not the case - pupil conditioning for tests would lead to 'doing their best' and wanting to complete it;
- Should pupils be given the option to refuse to take part? Generally pupils will do what their teachers ask of them. There is also an "*implicit obligation on pupils to do the work*" (Denscombe & Aubrook, ibid., p.127).

  Pupils feeling unable to refuse to take part may resort to either:

  - not answering any questions;
  - giving intentionally false answers;
  - unintentionally giving false answers;
  - giving 'fantasy' answers - their wishes rather than reality;
  - socially desirable responses (SDR) ; or
  - giving random answers.

Denscombe and Aubrook (ibid.) consider that the advantage of 'voluntary' responses encourages co-operation leading to honesty, and that 'voluntary' implies consent. Refusal of consent in the context of a specific research design and methodology, is to be respected.

As the findings from this study may be used to inform improvements beneficial to the individual, the peer group, and their teacher, participants need to be clear about their role, benefits, and the research process to ensure an honest outcome. This is not so easy when working with young children, even accepting that the 'information' will be tailored to their level of understanding. Age, cognitive ability and emotional status need to be taken into account (Cohen & Manion, op.cit.; Cohen *et al.*, op.cit.; Connolly, op.cit.; Lewis & Lindsay, op.cit.; Silverman, op.cit.; Davey, op.cit.).

This study necessitated written permission initially from Countyshire SSD and ED without which the research could not have proceeded. Permission was agreed subject to certain conditions:

- an acceptable ethical justification;
- only LAC subject to care orders where the LA held parental rights were to be considered;
- tests were to be conducted in a whole-class context as the LAC were not to be interviewed;
- no questions were to be asked concerning the LAC's care background;
- foster carers were not to be consulted; and
- assurances of strict confidentiality and anonymity.

In addition, approval had to be obtained from the University's Degrees Board Ethics Committee before seeking permission from headteachers. Once in the field, verbal consent was obtained from the teachers, teaching assistants and children concerned.

3.7.3 Confidentiality and Anonymity

Confidentiality and anonymity must be assured if the participants are to answer truthfully and not succumb to socially desirable response bias. Participants may be concerned about being identified, particularly if they wish to say something critical or controversial. Complete anonymity is difficult to achieve, e.g. an interviewee will be 'known' to the researcher. Questionnaires may have participant's names to

facilitate analysis, although these would be anonymised in the reporting (Cohen & Manion, op.cit.). It may also be necessary to know from which perspective an opinion comes, and this needs to be treated with due care. The confidentiality requirements of the Data Protection Act (1998) have been taken into account.

It is possible that in a semi-structured informal interview, the participant may disclose more than they intended. The researcher must decide whether or not to include this information and, if so, how it should be done in order to protect the participant. In respect of child protection issues, there may be the question of whether to pass on such information to another agency, e.g. the school or SSD.

To facilitate confidentiality and anonymity in the reporting of this study, participant's names are not used. Each child was assigned a number and the LAC were provided with an alias. The schools were given a code known only to the researcher. The teachers were guaranteed confidentiality and anonymity. The children were assured that their responses would not be disclosed to their classmates. Unsolicited comments were ignored unless deemed particularly pertinent and could be included without breaking the terms of the conditions.

The anonymity of all parties involved in this research is respected.

3.7.4 Human Rights

The section on confidentiality and anonymity covers this. At all times it is necessary to be mindful of Article 12, Universal Declaration of Human Rights, the right to privacy and the right to dignity (United Nations, 1948).

During interviews, a balance must be kept between the need for gaining the required information and being perceived as being intrusive, distressing or offensive (SRA, op.cit.). In questionnaires, the wording needs to be constructed so as to avoid alienation in order to maximise response.

3.7.5 Risk Assessment

With reference to the Health and Safety at Work Act (1974), all school activities must be risk assessed to ensure that pupils, staff, and visitors are safe (DfES, 2001a).

Engaging with other people can be problematic. This is particularly so with research when aspects of people's lives are under consideration. The researcher needs to be aware of the possibility of psychological stress upon both participants and

themselves, and do their best to avoid it (Patton, op.cit.; Davey, op.cit.). This is particularly important when vulnerable young children are involved. Promoting positive self-esteem of these children is an educational objective for children in general and LAC in particular (Connelly, op.cit.).

3.7.6 Child Protection

Since 1986, LA SSD and ED were granted access to the criminal records of prospective paid staff and volunteers in order to protect the children with whom they are to work (Smith, op.cit.). Schools are obliged to produce their own child protection policies to ensure the children in their care are not put at risk from those who may seek to harm them. When working with children, child protection issues must be considered together with school policy. It includes ensuring another adult is present in one-to-one situations, or that the work takes place within clear view of a member of staff.

In this study, there was always at least one member of staff present during the administration of the measures.

3.7.7 Distortion of Data

To minimise bias, a researcher should try to keep an open mind and be explicit about their position (Silverman, op.cit.). There are concerns about possible distortion of the data when working with children, particularly their reactions to a new person in their classroom. However, Patton (op.cit.) was satisfied children often display curiosity and that even if the children had been primed about behaviour, they would quickly revert to norm. As this research does not involve experimental treatments the Hawthorne effect is not a concern (Cohen *et al.*, op.cit.) (*Appendix 7*).

3.8 Research Design

3.8.1 Validity and Reliability in a Mixed Methods Design

Within a mixed methods context, Creswell and Plano Clark (op.cit.) define validity as "*the ability of the researcher to draw meaningful and accurate conclusions from all of the data in the study*" (Creswell & Plano Clark, ibid., p.146).

Validity and reliability are the most important aspect of a research project. Types of validity and reliability are many and varied. Of the 18 types of validity listed by Cohen *et al.* (op.cit.) four are outlined in *Table 3.8* overleaf.

Table 3.8 Validity types: four examples

Validity types	Notes
Validity of measures	These are discussed in Chapter 4.
Internal validity	The data needs to support the explanations particularly where causal relationships between two or more variables have been identified (Cohen *et al*. ibid.; Bryman, op.cit).
External validity	This concerns generalising to other contexts in quantitative terms, and comparability and transferability, or 'rich data' and 'thick description', in qualitative terms. (Cohen *et al*. op.cit.; Bryman, op.cit.).
Ecological validity	This concerns whether "*social scientific findings are applicable to people's everyday, natural social settings*" (Bryman, ibid., p.31).

Bryman considers validity to concern the "*integrity of the conclusions that are generated from a piece of research*" (Bryman, ibid., p.30). According to Robson (op.cit.), validity is about the 'credibility' or 'trustworthiness' of the research, and involves description, interpretation and theory. The main threat to description validity concerns the "*inaccuracy or incompleteness of the data*" (Robson ibid., p.171), and this is particularly important in the recording of interviews. Tracking and justifying the evolution of the interpretations can improve threats to interpretation validity. The threat to theory validity can be addressed by "*considering alternative explanations or understandings of the phenomena you are studying*" (Robson, ibid., p.172).

Cohen *et al*. (op.cit.) distinguish between validity in quantitative and qualitative research. In the former, they suggest, it can be attained through appropriate choice of sampling method, measures, and data analysis techniques. In the latter it can be achieved through the researcher's objectivity, triangulation and the "*honesty, depth, richness and scope of data"* (Cohen *et al*. ibid., p.105). They argue that validity "*attaches to accounts, not to data or methods... it is the meaning that subjects give to data and inferences drawn from the data that are important*" (Cohen *et al*. ibid., p.106). In addition, they suggest validity can be ensured through, for example:

- acknowledging the values of the researcher;
- using appropriate methodology to address the research questions;
- demonstrating the validity and reliability of the selected measures;
- ensuring standardised procedures for data collection and administering measures;

- tailoring the instruments to the attention span and reading levels of the respondents;
- reducing the Hawthorne effect;
- minimising dropout rates amongst participants;
- avoiding subjective interpretation of the data;
- careful aggregation of data;
- avoiding selective use of data; and
- ensuring the research questions are answered.

Reliability concerns replicability and consistency, and the term is often associated with standard measures in quantitative research (Cohen, *et al*. ibid.; Bryman op.cit.; Robson, op.cit.) – this is discussed in Chapter 5.

In qualitative research reliability is associated with observation (Robson, ibid.). Burns (op.cit.) and Robson consider it to be a matter of "*being thorough, careful and honest in carrying out the research*... [and] *being able to show others that you have been*" (Robson, op.cit., p.176). Bryman (op.cit.) suggests reliability can be achieved through an audit trail and a detailed description of the procedures to enable replication by others.

Issues pertaining to the validity and reliability of this study are woven into this chapter and Chapter 5.

3.8.1 Population

Negotiations for permission to undertake the study by Countyshire SSD and ED began in 2003. The population figures for LAC in this study were based on those for that year.

There were 60,800 children in England who had been looked-after for at least 12 months at 31st March 2003. Of those, 65% were subject to care orders, 13,100 LAC (21.55%) were aged between five and nine years old, and 55% were boys and 45% were girls (National Statistics, 2004a, 2006c, 2007c).

The list of LAC received from Countyshire contained 501 children at October 2003:

- 336 (67.2%) were subject to care orders;
- 111 (22.2%) were aged between five and nine years old, with a further 22 ten year olds;

- 89 (17.8%) aged between five and nine years were in mainstream classes; and
- 282 (56.4%) were boys and 219 (43.8%) were girls.

Between 2003 and 2004, it was noted that changes in policy caused a significant reduction in numbers of LAC in Countyshire. This was partly because of moves towards more LAC being put forward for adoption, and greater support for families and children in their own homes. By 31st December 2004, there were 463 LAC, a reduction of 7.6% (Social Services Directorate, April 2005).

3.8.2 Sampling

There are two basic sampling types, probability and non-probability. Within these there are a number of techniques (see *Appendix 8*).

A sampling strategy enabling inferential statistics to be used to test hypotheses and generalisation to a population of LAC could not be identified for this study. Demographic, legal and ethical constraints relating to permissions and subject availability resulted in the study being based on a non-probability, purposive sample, i.e. selected because they fit specific criteria (Anderson & Arsenault, op.cit.; Silverman, op.cit.). The identified section of the community were LAC who were:

- in the local authority foster care (i.e. not an out of county placement);
- subject to a care order;
- aged five to ten years;
- attending mainstream local authority primary schools; and
- in classes with only *one* LAC.

3.8.3 The Sample

The number of cases selected for scrutiny in multiple case studies tends to be at the researcher's discretion. For this study, from an overall 501 LAC, a subset was identified comprising 71 primary school-aged children subject to care orders. Movements into and out of this category occur intermittently. To reduce the variables, only mainstream classes with one LAC where parental rights are held by SSD were identified (N=30). From these, 20 schools consented to take part in the study. This was thought to be manageable within the timescale and should provide enough data to generate hypotheses.

Each case in this study is unique. Each child has a different care experience and may have suffered significant trauma. Each will have a different school experience. 20 case studies, with two or three children from each age group, would have been ideal. However, two other research projects, drawing upon the same pool of LAC, were being conducted in Countyshire at the same time. This restricted the numbers further as there was an understandable concern that the same children should not be involved in all three studies. In the event, 15 children were given specific permission to participate. 15 case studies, with a spread of children from YR to Y6, were deemed to provide sufficient opportunity to achieve a balance between depth and breadth.

The participating LAC were identified over a period of time. As each LAC was given permission to take part, their school was assigned a code, each case was given a number, and each LAC was provided with an alias. Where there were two classes with an LAC in one school, the school code is followed by 'A' or 'B'.

As each class list was received, every child was given a class number in the order in which they appeared. Once the data from all the cases had been obtained, each child was supplied with an individual pupil reference number, from 1 to 372, for the full data set.

Although there were 15 LAC, each were set within the context of the classroom. This meant that there were a total of 372 children involved in the study. Added to this were the school staff who participated: 15 class teachers (CT), 15 teaching assistants (TA), 14 designated teachers for LAC (DT), and 15 SENCos. One school did not have a DT.

3.8.4 Pilot study

The purpose of the pilot study was:

- to identify LAC-related issues by critically reviewing pertinent literature and databases (see Chapter 3);
- to consider and address ethical concerns (see section 3.6 above);
- to obtain the approval and support of the LA., schools, staff and pupils (see above);
- to trial instruments and techniques identified as relevant to eliciting data likely to facilitate the generation of hypotheses concerning LAC in five mainstream classrooms; and
- to refine the design of the main study.

The pilot study was designed to provide opportunities to familiarise the researcher with the administration, scoring and interpretation of the range of quantitative and qualitative assessment techniques identified for use in the main study. The purpose and the key documentation of the pilot study are outlined in *Table 3.9* overleaf.

The pilot study was conducted in four classes without LAC. The fifth class contained one LAC for whom permission to participate in the main study had been granted by SSD. As this child moved placement before the tests could be completed, it was decided to include this class in the pilot study, and to trial the staff questionnaire and interview with the class teacher.

Table 3.9 Purpose and key documentation for the pilot study

The Pilot Study	
Theoretical & applied contexts	Literature review commenced extensive reading: • conventional: books, journal articles, legislation, policy; • electronic searches; and • contact with pertinent organisations.
Objectives	
• Theoretical basis	Review of literature - social learning in general, attribution; LCB, LH, S-E and SMS.
• Current education policy, practice and provision for LAC in primary schools	Reviewing: • legislation; • Government guidelines; • national statistics; • local statistics; • preliminary inquiry into the background to best practice in general; • SEN Code of Practice –5 stage; and • services for LAC
• Investigating the 'voices' of LAC	1. Sociometric tests trialled in 3 schools for familiarisation. 2. PPNSIE & B/G-STEEM reviewed and compared in trials in 2 schools:
• Quantitative Data Sources	• Two classroom-based sociometric status tests: 1. positive nominations; and 2. smiley-face ratings • PPNSIE • B/G-STEEM
• Consultation	Informal interviews trialled with 4 class teachers. A questionnaire and a semi-structured interview trialled with the teacher of a class with 1 LAC.
• Evaluation	Assessment of procedures: 1. administration; 2. practicalities; 3. scoring; 4. analysis; 5. presentation; and 6. emerging hypotheses.
• Generation of Hypotheses	Preliminary ideas.

Table 3.10 (below) expands on the previous table and outlines the work undertaken with the five schools.

Table 3.10 Pilot schools

Pilot Schools			
School Code	**Year Group**	**Quantitative and Qualitative Data Sources**	**N**
A	Y 3/4	PPNSIE (LCB) & B/G-STEEM (S-E & LCB) Informal interview	29 children 1 teacher
B	Y 3/4	PPNSIE & B/G-STEEM Informal interview	26 children 1 teacher
C	Y 3/4	Sociometric tests (2 positive nominations, 1 general rating) Informal interview	26 children 1 teacher
D	Y 1	Sociometric tests (2 positive nominations, 2 ratings) Informal interview	29 children 1 teacher
E	Y 3/4	Sociometric tests (2 positive nominations, 2 ratings) Questionnaire 1 – Class Teacher Semi-structured interview Questionnaire 2 – Class Teacher	24 children 1 teacher (class includes 1 LAC)
		Total N	134 children 5 teachers

The analysis of the data provided positive insights into the wealth of information that can be gained through the measures and methods used. Generally, the procedures worked well. The children were cooperative and the measures found to be suitable. The teachers were helpful and very interested in the findings concerning their respective classes. Full details are to be found in the Transfer Report.

The five objectives of the pilot study were addressed and met. The findings of the pilot study contributed to the refinement of the main study design.

3.9 Variables

The total number of variables was 248. These are grouped as shown in *Table 3.11* (overleaf). The complete summary of the data can be found on the CD.

Table 3.11 Overview of the variables

Variables	Description	Details	
1 - 9	Administrative and biographical data	Individual pupil ref. no. Case study no. No. in class. School code Child code no. (in class) LAC status (LAC/non-LAC) Year group Date of birth Gender	
10 - 101	Social perceptions in the classroom	Sociometric test results: Positive nominations Smiley-face ratings	Raw scores: Whole class Boys Girls
102 - 145	Social perceptions of self	PPNSIE results B/G-STEEM results	Percentage scores: Whole class Boys Girls
146 - 203	Educational attainments	Early Years Profiles/Foundation Year Profiles KS1 SAT results QCA Y3 test results QCA Y4 test results	
204 - 206	School attendance		
207 - 212	15 LAC case data	Years as LAC PEP SEN status IEP LACET plan School LAC policy	
213 - 248	School staff perceptions of LAC	Questionnaires	

3.10 Gender

The issue of gender arose because two of the measures adopted for this study, PPNSIE and B/G-STEEM, are presented in two forms, one for girls and one for boys. In addition, boys and girls in national statistics on children are presented separately as well as jointly.

The qualities of girls' and boys' peer groups have generally been studied from two perspectives. The first, observations of children in social settings using quantitative and qualitative methods, led some researchers to conclude there are strong and significant differences indicating boys and girls may grow up in separate cultures as described by the Two Cultures Theory. The second, using quantitative methods to assess children's friendships, social networks, social status, and long-term negative outcomes associated with childhood peer problems, has found the differences to be more modest. Underwood suggests this could be because the focus is on the

types and functions of the peer group rather than gender (Underwood, 2003 & 2004).

Gender differences have been investigated in the areas of communication, social behaviour and academic achievement. Communication was one of the first areas to be studied and is not without controversy. Freed (1992) observed that whilst some researchers focus on gender differences, concluding the differences in communicative style are strongest in childhood and diminish in adulthood, others argue the concentration on differences hinders the understanding of gender and social relations among children.

The Two Cultures Theory postulates distinctive characteristics for boys and girls. Briefly, boys' play tends to be more boisterous, competitive and overtly assertive, and concerns dominance and maintaining social status. They have larger friendship networks than girls, who tend to form close, intimate relationships. Girls' play is less aggressive and tends to involve collaboration and taking turns. The suggestion is that different play styles result in children tending to choose same-sex play partners. The theory also suggests gender differences have significant developmental consequences concerning other-gender interactions, differences in goals and values, and the promotion of gender stereotypes (Maccoby, 1990; Underwood, 2003 & 2004).

In contrast, Underwood notes that peer relation research has shown most differences appear in children's *ideas* about friends rather than in the results of observation and sociometric testing. Girl's friendships have been found to be no more intimate or exclusive than boys', and their social networks similar in size. There is also a suggestion that gender differences may be closely linked to activities and to particular social contexts (Underwood, 2004).

Underwood suggests the two research perspectives come together where peer status is concerned. Children do tend to play with same gender peers. Although gender and peer relation researchers agree that peer relations in childhood affect future psychosocial adjustment, it is not yet known what the similarities and differences are between the genders (Underwood, ibid.).

Dunn (2004) agrees differences exist in friendships within and between genders, although she points out the differences are unclear as most studies take place in schools where peer pressure is influential. This point is echoed by Martin *et al*.

(1999), who found children believe same-sex play partners are more socially acceptable among their peers, a belief which grows stronger with age.

Studies of gender differences and achievement-related beliefs indicate young children tend to have generally positive self-perceptions, but they become more self-critical, or aware of themselves in relation to their peers, as they grow older. Boys tend to have more positive competence beliefs for mathematics and sport, whilst girls tend to have more positive competence beliefs for reading and music and appear to be more dependent on the opinions of teachers and parents (Stipek & Gralinski, 1991; Eccles *et al.*, 1993; Sammons, 1995; Burnett, 1996; Hergovich *et al.*, 2004).

It has been suggested that learning disposition is an important factor in children's achievement. In a study into pupil motivation and attitudes, a significant gender difference was found. Although a 'technical' learning style, i.e. practical work with a minimum of written work, is generally preferred by both genders, it appears stronger for boys. Girls tend to use a 'precise/sequential' learning style, i.e. directed tasks requiring detailed written work to demonstrate learning, as and when needed (Johnston & McClune, 2000).

In summary, gender differences have been found to affect children's social behaviour and communication, peer relations, self-perceptions and beliefs, and learning dispositions. All have implications when considered in relation to the education of children.

3.11 Data Collection

Letters outlining the classroom tests and staff consultation were sent to the headteachers when their agreement to participating in the research was sought.

3.11.1 Measurement Techniques

Full details of the tests, questionnaires and interviews are given in Chapter 5.

A weakness of the test administration method could be considered to be the order effect. However, the pilot studies of PPNSIE and B/G-STEEM indicated that the order in which the tests were presented were likely to make little or no difference to the results.

For practical reasons, the tests were all completed in the same order, i.e. not randomised –

1. positive nominations for playing on the playground
2. smiley-face ratings for playing on the playground
3. positive nominations for working in the classroom
4. smiley –face ratings for working in the classroom
5. PPSNIE
6. B/G-STEEM

In order to minimise disrupting class routines, it was decided to complete the tests in two sessions, the sociometric tests on one day and the psychometric tests on another day. The days and times were agreed with the CT. Children in YR to Y2 were given a few minutes break in the middle of each session to stretch and refresh themselves.

The procedure for the administration of the tests was briefly as follows:

at the beginning of each session, the children were

1. given the reasons for, and an explanation of, the procedures;
2. told their responses would be confidential and not divulged to the other children; and
3. advised that they could opt out.

For the full script see *Appendix 9*.

Having gained the children's permission, each test was demonstrated prior to administration. *Table 3.12* provides further information for the administration of the tests.

Table 3.12 Directions for test administration

Directions for test administration		
Sociometric Tests	Timing	30 minutes for Y3 - 6. 40-60 minutes for YR - Y2.
	Directed aid	Teacher/teaching assistants to help with children with concentration &/or reading difficulties, and with SEN.
	Props	Rulers, or similar, to help children to scroll down rating lists.
	Checking	A clear response is required for each question.
PPNSIE B/G-STEEM	Timing	40 minutes for Y3 - 6. 45-60 minutes for YR - Y2.
	Language	Be ready to explain PPNSIE questions 13, 15 and 20
	Directed aid	Teacher/teaching assistant to help with children with concentration &/or reading difficulties, and with SEN.
	Checking	Each question requires a clear response.

3.11.2 Staff Consultation

Following the classroom tests, the staff questionnaires were sent out with a return stamped/addressed envelope, and appointments were made to interview the class teachers. The educational data was requested (see section 3.10.3). A repeat questionnaire, with a return stamped/addressed envelope, was sent out approximately two months after the first.

The interviews were to take up to a maximum of 30 minutes. The CT's permission to tape the interview was sought. Although it is accepted practice for interview transcripts to be sent to the participants for verification, the timing of most of the interviews did not facilitate this. The time taken to transcribe the tapes meant those transcripts were not completed before the end of the summer term. It was decided that too much time would have elapsed before the teachers were able to be contacted again for verification to be of much use.

3.11.3 School Data

The schools were requested to provide data for the whole class on the results of EYPs/FSPs, KS1 SATs, QCA tests, and attendance. These tests are briefly described in Chapter 5. The schools were also asked to supply a copy of their LAC policy.

Individual LAC data, i.e. Personal Education Plans (PEPs), were requested, and Individual Education Plans (IEPs) and LACET plans where relevant. PEPs are a statutory requirement for all school-aged LAC and should be part of their care plan. The social worker, designated teacher, parents/carer, child, and any other relevant professionals are involved in drawing up the PEP (see CD for Countyshire's PEP blank form). It is the social worker's duty to initiate PEPs, but the social worker and the school are jointly responsible for preparing them. Whilst they should not replicate them, PEPs should make reference to other existing education plans, e.g. for behaviour or pastoral support. PEPs should be drawn up within 20 days of a child entering care or starting a new school, and they should be reviewed at six-monthly intervals at least (DfEE/DoH, 2000; NTAS, 2006).

IEPs are used in school for children with special educational needs (SEN). Procedures are put in place when a child is identified with possible SEN and according to the SEN Code of Practice (DfES, 2001b). When the usual differentiation strategies have proved ineffective, the child is placed on 'school

action' where an IEP is drawn up. The IEP includes information on additional or different interventions to be provided, and sets out long-term and short-term targets for the child along with success criteria. They should be reviewed regularly. If the child's difficulties continue to cause concern, they are moved to the next stage, 'school action plus', where LA and/or external agencies become involved. IEPs will continue to be drawn up. If the difficulties persist, a request for statutory assessment may be made leading to an SEN Statement (DfES, 2001b).

The intention was to collect this documentation on the day of the CT interview. In practice, some schools were able to do this, others entrusted the researcher to collect the relevant data direct from the files, whilst others sent the data by post, hard copy or disk, at a later date.

3.12 Triangulation

The purpose of triangulation is to improve the validity and credibility of the study as a whole (Denzin, 1989). Triangulation to check the validity of the study was achieved through surveys requiring responses from people within the school community who are involved in working with children and/or have particular responsibility for LAC. Ethical considerations, and the conditions of the permissions from Countyshire SSD and ED, allowed limited direct individual access to the LAC. The views of the children themselves were obtained only through their responses to the LCB, S-E and SMS measures administered to whole classes.

This study incorporates the following triangulations:

1. **theory** - from social learning theory, particularly SMS, LCB, and S-E;
2. **method** - by using quantitative and qualitative methods and using exploratory techniques in questionnaires, and semi-structured interviews; and
3. **data** –
    - from a range of persons, i.e. 372 children, 15 class teachers, 15 teaching assistants, and 14 designated teachers for LAC and 15 SENCos;
    - from different locations, i.e. 15 classes in 11 schools;
    - from school documentation, i.e. LAC policies, IEPs, PEPs, EYP/FSP results, KS1 SAT results, QCA Y3 and Y4 results, and attendance figures;

- from LA documentation concerning LAC policy, local statistics, LACET; and
- from national documentation, including legislation, guidance, initiatives/projects, and national statistics.

3.13 Analysis

The analysis was undertaken in 10 main stages.

Quantitative data

Stage 1

The raw data from the tests administered to each of the 15 classes were entered onto Excel spreadsheets, one set per class (see Chapter 4 for test details).

Social perceptions in the classroom - sociometric tests

Analysis of the data was through quantified sociometric analyses. The positive nominations were recorded on two Excel spreadsheets, one for play and another for work. Each child's nominations were recorded across the chart. The number of nominations received by each child is shown in the columns and they provide the basis for scoring (see *Table 3.13* overleaf). Reciprocal nominations were identified and colour coded enabling a pattern of relationships to be discerned within the class as a whole and within gender and class groupings. Reciprocity is shown at two levels: shaded and outlined with an emboldened number for same-choice nominations (1:1, 2:2, 3:3); shaded cells with no outline for different-choice nominations (1:2, 2:3; 3:1). Those receiving no nominations are highlighted in grey, vertically and horizontally.

The resulting sociomatrices are not diagonally symmetrical. The rows have a maximum of three items of data, i.e. the three nominations made by the children who took part in the tests. The columns contain the nominations received by each child. Although absent children are unable to make nominations, they can receive them, and the maximum possible number is dependent on this.

The results were scored and presented as a percentage of the maximum score possible in each class. The percentage scores for play and work were placed side-by-side in a 'clustered column' chart (see example p.103). An indication of

popularity is provided by the scores, the higher the score the more popular the child, and this is illustrated by the chart.

Sociogram programs are available on the internet, e.g. 'Robin Banerjee's Sociogram Tools' (Banerjee, 2009). This makes light work of identifying triangle groupings, i.e. where three children nominate each other. It was not available at the time of the data collection, but has been used subsequently to check the triangle groupings (see *Appendix 10*). This program does not take into account the order of the children's choices. It is for use with positive nominations, and with positive and negative nominations, but not for rating scales.

The results of the smiley-face rating scales were recorded as a sociomatrix on two Excel spreadsheets, one for play and another for work. The ratings the children made were recorded across the chart. The results were then scored (see *Table 3.13* below). The scores are presented as a percentage of the maximum score possible in each class. The higher the score, the more popular the child.

The number of each rating category received by the individual children, was calculated separately for play and work. These figures were then placed in two '100% stacked column' charts, one for play and the other for work. These charts may be used to indicate children who may be of controversial, neglected or rejected status (Coie *et al*., 1982). A table was constructed showing the number of ratings in each category that were made by each child to provide an insight into how much they like their classmates.

Table 3.13 Sociometric Test Scoring

Sociometric Test	Category	Score
Positive nominations	First choice	3
	Second choice	2
	Third choice	1
Smiley-face ratings	Most liked	5
	Quite liked	4
	Uncertain	3
	Not liked much	2
	Not liked at all	1

The most popular and least popular children were identified through scrutinising the two sets of rating data for both play and work. The analysis for classification of SMS followed the procedure and criteria used by Coie *et al*. (ibid.) and Coie and

Dodge (1983), and involved judgement by the marker against the descriptions provided by Coie *et al*. (op.cit.) (see *Appendix 4*). The procedure required standardising the 'liked most' (LM) and the 'liked least' (LL) scores within each class:

$$\frac{\text{Score} - \text{Class Mean}}{\text{Standard Deviation}} = \text{z score}$$

The social preference (SP) and social impact (SI) scores were then computed:

SP = LM standardised score – LL standardised score

SI = LM standardised score + LL standardised score

The SP and SI scores, and the LM and LL standardised scores, were compared with the criteria for 'popular', 'rejected', 'neglected', 'controversial' and 'average' status (see *Appendix 4*).

Although Coie *et al*. (op.cit.) and Coie and Dodge (op.cit.) used the procedure with positive and negative nominations, Asher and Dodge (1986) demonstrated that it can also be used with peer ratings to avoid the controversial use of negative nominations.

Social perceptions of self - LCB and S-E measures

The data collected from PPNSIE and B/G-STEEM were entered onto an Excel spreadsheet.

PNNSIE was scored for externality following the handbook.

With B/G-STEEM, LCB and S-E were marked separately according to age and gender as instructed by the handbook.

Stage 2

Beginning with the sociometric surveys – as the study is based on SLT these were the first data to be collected - the raw scores, and those of PPNSIE and B/G-STEEM, were entered onto an Excel spreadsheet, one per class. These were followed by school data on the results of statutory and non-statutory educational attainment tests and placed in chronological order beginning with Early Years Profiles (EYP). Because baseline testing changed to the Foundation Stage Profile (FSP) (DfES, 2003b) the EYP section was completed for the older children in the study (Cases 1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 13 and 14) with the FSP section

remaining blank, whilst the FSP was completed for the younger children in the study and not the EYP (Cases 6, 8 and 15).

Stage 3

The totals for each class were calculated and appear below the table along with the maximum possible score, mode, median, mean and standard deviation (SD). The mode, median, mean and SD are important descriptors of each particular class and context. Next to the raw scores are two columns showing the difference between the raw score and the mean, and rank order of scores.

These data are then presented separately for boys and girls. This is because PPNSIE and B/G-STEEM have two forms, one for boys and one for girls, and B/G-STEEM gives norms for boys and girls. National SAT and SEN data also provides separate averages for boys and girls.

Next to these nine columns, following the same format, the raw scores are presented as percentages of the maximum possible score. As the class sizes vary, this enables the LAC from each of the 15 case studies to be compared.

Stage 4

Attendance data and specific LAC data were added.

Stage 5

Quantitative data from the staff questionnaires were added.

Stage 6

A summary for each LAC in the context of their class was prepared.

Stage 7

The data for each LAC from Stage 2 were placed on a spreadsheet (15 LACs 20.2.08). These were organised according to the children's year group at the time of testing, and the means and ranks were recalculated for those sections not dependant on class numbers.

Qualitative data

Stage 8

Text can be analysed in several ways. Micro-analysis, i.e. word-by-word or phrase-by-phrase, is time consuming and may lead to confusion or loss of focus. It would not be particularly helpful in this study. Line-by-line or sentence-by-sentence analysis, as suggested by Glaser and Strauss (op.cit.), is not always helpful either,

for example, in interview situations when asides are made and additional sentences, or part-sentences, are given to illustrate or explain points. Paragraph-by-paragraph could be too wide-ranging for effective analysis and important points may be overlooked. Segment analysis involves coding 'segments of meaning' or 'key points'. As segments are not constrained by individual words, phrases, sentences, or paragraphs, this was deemed the most suitable method for this study (Glaser & Strauss, ibid.; Arksey & Knight, op.cit.; Allan, op.cit.; Charmaz, op.cit.; Bigger, 2008).

Interview transcripts

Interviews are usually recorded to enable subsequent analysis. This may be achieved with either audio or audio-visual equipment. The recording then needs to be transcribed. Among the technical problems that can arise, and the time-consuming nature of transcribing without the use of a computer program for converting the spoken word into text, there may be difficulties punctuating speech, and the dilemmas of whether to use writing conventions, e.g. writing 'hasn't' in full, and whether to omit repetitions. In this study the researcher transcribed the interviews as spoken, verbatim, with uncorrected grammar and including 'ums' and 'ers'.

Before analysis, the transcripts need to be checked for accuracy by the interviewer. Arksey & Knight (op.cit.) suggest two ways of doing this, one by reading through to see if it makes sense, and the second and more rigorous method of reading the transcript whilst playing the tape. The latter was used in this study.

A transcript has been described as one version of an interview. In discourse, or conversation, analysis, it is usual to record contextual information, e.g. the setting, hesitations, false starts, tone of voice or body language. Although there are several conventions that can be used to signify these different features, the significance of contextualising interviews for all research projects has been questioned (Arksey & Knight, ibid.; Denzin & Lincoln, op.cit.). As the interviews would not be subject to discourse or conversation analysis, it was not deemed necessary to record all the contextual information in this study.

Once segments have been coded, with some having more than one code, similar items can be grouped according to category or topic heading. In this study the main headings were SMS, LCB and S-E. Before proceeding, Arksey and Knight

(op.cit.), using the GT approach of continually referring back to the data, suggest re-reading a sample of transcripts not only to seek emerging themes, but to make sure important details have not been overlooked, to see if categories need to be subdivided or new categories made, and to check the appropriateness of the codes. When satisfied with the codes and categories, the researcher can then begin the task of interpretation, which will include exploring relationships between variables and noting any anomalies (Arksey & Knight, ibid.; Denzin & Lincoln, op.cit.).

A number of 'Computer Assisted Qualitative Analysis' programs (CAQDAS) are available to assist the researcher in analysing text and other qualitative data, but they should be regarded as a tool rather than as a "*methodological or analytic framework*" (Lewins & Silver, 2006, p.3). Program selection is largely a matter of personal choice and dependent on the researcher's requirements. These programs are useful for managing and analysing large amounts of data, although, depending on the type of project, a standard word processor may suffice. It is advisable to consider the amount of time needed for training and becoming familiar enough with a new package so its benefits are maximised. As the development of software is so rapid, there is little point in describing the available software here, as they are likely to be superseded (Fielding & Lee, 1998; Arksey & Knight, op.cit.). Websites with information on a selection of CAQDAS packages are provided in *Appendix 11*.

For this study, with a relatively small amount of textual data to analyse from the interviews with the class teachers, the staff questionnaires, and school documents, it was decided that a CAQDAS program was unnecessary and that standard Microsoft Word and Excel programs would be sufficient for the task.

The interview tapes were transcribed verbatim. In each case, the text was divided according to the idea that was embodied in the sentences, the key points, to enable initial coding to be made. The limitations of this approach are appreciated.

Stage 9

Questionnaire – comments

Comments made on the staff questionnaires were added to the individual case spreadsheets. Key points from the comments were also placed on a spreadsheet with the key points from the PEPs and IEPs (see below).

Stage 10

School data – PEPs and IEPs

Key points from the PEPs and IEPs were entered onto an Excel spreadsheet (see CD - Qualitative data analysis). Placed with these were the key points from the comments made on the staff questionnaires. These data were grouped in categories. This provided a frequency table enabling themes, if any, to be identified.

Integrating the data

A report for each class was drafted beginning with administrative and biographical data. This was followed by a description of the class results of the SMS tests (social perceptions in the classroom), LCB and S-E tests (social perceptions of self), school/educational tests (educational attainments), and school attendance. These are to be found on the CD, and an example is provided in *Appendix 12.* Memos were written on any thoughts arising from the analysis for possible inclusion in discussions and reflections.

Chapter 6 presents the findings of the 15 individual case studies. Focusing on the individual LAC, each case report is based on the research questions (Chapter 1). Like the class reports, they begin with administrative and biographical data followed by a description of the results of the SMS tests (social perceptions in the classroom), LCB and S-E tests (social perceptions of self), school/educational tests (educational attainments), and school attendance. Items from the staff consultation are included in each section, and the educational attainment section include data from school documentation.

Part B of Chapter 6 considers issues concerning the school consultation.

3.14 Hypothesis Generation

Hypotheses are theoretically-based highly specific informed speculations about possible relationships between two or more variables selected to allow empirical testing and theory development. They are presented in the form of statements (Coolican, op.cit.; Trochim, op.cit.; Bryman, op.cit.).

In this study, hypothesis generation begins with observations and measures as specified in the research objectives (see Chapter 1). It proceeds from this exploration to the identification and interpretation of patterns of associations

between variables with epistemological promise. These will provide the basis of the theoretically interesting hypothesis or hypotheses. One or two hypotheses will be offered at the end of each of the 15 case studies and will take the form of a non-directional statement.

3.15 Debriefing and Data Access

Access to the anonymised data will only be available through the completed thesis to ensure confidentiality. A debriefing of professionals will be an appropriate conclusion to the research (Anderson & Arsenault, op.cit.). It will take the form of a report summary and a seminar.

3.16 Summary

This chapter addresses the methodology of the study (for an overview see *Appendix 13*). It is argued that a mixed methods paradigm is appropriate for this study. A case study format will be used to present the research, i.e. a detailed investigation of a specific case, i.e. that of mainstream primary school classes with one LAC in one LA within which the cases of individual LACs are embedded. Although the individual cases centre on LAC, there are important common variables characterising each unique case.

Ethical issues were considered and addressed. Those pertaining to vulnerable children in particular were most important for this study. The conditions of the permissions from Countyshire SSD and ED were outlined, and the population was identified.

A sampling strategy enabling inferential statistics to be used to test hypotheses and generalisation to a population of LAC could not be identified for this study. The purposive sample consisted of 15 LAC, each set within the context of the classroom providing a total of 372 children, with the potential for involving 60 school staff. Descriptive statistics are used to report the results of the 15 case studies. The results will be used to generate hypotheses drawing upon the flexibility of grounded theory methods.

The pilot study is outlined. The five objectives of the pilot study were addressed and met. The findings contributed to the refinement of the main study design.

The data consist of 248 variables covering administrative and biographical data, social perceptions in the classroom, social perceptions of self, educational attainment, school attendance, 15 LAC case data, and staff consultation data. The inclusion of gender as a variable is explained.

The procedures for data collection, measurement techniques and triangulation are described, and the analysis explained.

Chapter 4
Measures, Assessments and Tests

Introduction

The conceptual focus of this research is based on social learning theory in general set within the context of the primary school classroom. Social learning theory A (SLT A) is a model conceptualised from the observation of social learning behaviours in particular contexts (SLT B). The measures and tests used to assess aspects of social learning can be designated as SLT C.

The purpose of the study is to describe in detail, selected aspects of social learning in mainstream primary classrooms. The aim is not to test specific hypotheses but to generate ones that can subsequently be tested. The content areas identified ensure that replicable data can be systematically measured, collected and analysed.

Measurement can be defined as the assignation of numbers to objects or events, *according to rules*. The rules depend on the level of measurement of the assessment procedure and tests used. The four levels of measurement are set out in *Table 4.1* overleaf.

This chapter begins with a discussion of validities, reliabilities and generalisability. It is followed by descriptions of the measures used in this research, the Nowicki-Duke Preschool and Primary Internal and External Control Scale (PPNSIE), B/G-STEEM, sociometric tests, questionnaires and interviews, and an outline of school assessments. The chapter concludes with the levels of measurement used in this study, and a summary of the chapter's key points.

Table 4.1 *Levels of measurement: definitions and examples for quantitative data* (Anderson & Arsenault, 1998; Arksey & Knight, 1999; Burns, 2000; Clark, undated; Bryman, 2008)

Name	Description	Examples	
Categorical scale	The categories are named. They are not in any order and there is no hierarchy. There is no interval or distance between the categories.	Nationality Religion Gender	French/German/Dutch, etc. Buddhist/Christian/Jewish, etc. Male/female (not all agree this is a dichotomy).
Ranking or ordinal scale	Individuals in a group can be placed in a rank-order. The categories have an order. There is no precise interval or distance between the rankings.	Height Attitudes	Children can be placed in rank order according to their height. Using a Likert scale involves an order, e.g. you can like chocolate a lot/a little/not at all.
Interval scale	Standard scores have an arbitrary mean, but the distance between any two numbers is of a known magnitude. Zero does not represent absence or lack of the variable.	I.Q. Temperature	The basic standard score has a mean of 0 and a SD of 1. I.Q. scores are often reported with an arbitrary mean of 100 and standard deviation of 15. Whether using °F or °C, they both arbitrarily define freezing and boiling points. Zero indicates relative coldness, not the absence of temperature.
Ratio scale	This scale has all the characteristics of the previous three scales (names, order, equal intervals) but there is also a theoretical 'true' zero representing the absence or lack of the variable.	Standard scales Age	If two standard scales were used to measure an item, the ratio of one scale would be identical to that of the other, e.g. length - yards & metres weight - ounces & grams The interval between years, for example, is the same. Someone who is 10 years old is twice as old as someone who is 5 years old and half as old as someone who is 20 years old. It is possible to be 0 years old.

4.1 Validity, Reliability and Generalisability

In relation to the quality of the research evidence collected, tests and assessment techniques are generally assessed on two criteria: validity and reliability. Validity is the most important. There is no point using methods or measures that do not assess the function they aim to sample, even if such tests and assessment

techniques are consistent in the results they provide. The validity of the evidence elicited concerns the credibility and overall trustworthiness, and potential replicability, of the findings. Validity of tests and assessment techniques demonstrate the degree to which the techniques sample the conceptual fields they claim to measure.

Quantitative and qualitative research focuses on contrasting but complimentary aspects of validity. A variety of terms have been used to describe the four types of quantitative validity (Patton, 1990; Hoepfl, 1997; Coolican, 1999; Burns, 2000; Silverman, 2000; Robson, 2002; Trochim, 2006). The terms and descriptions offered by Lewis (1967) and Pumfrey (1977) are helpful in their clarity:

- **Content Validity** - the test should be a direct measure of the criterion, i.e. it should not include items on another topic or subject;
- **Concurrent Validity** - this is determined by correlation to another more direct measure of the criterion. In the validation of a new test, the results are either compared with those from an established test, or the new test is administered to two or more different groups;
- **Predictive Validity** – the extent to which the test findings can predict future results, e.g. academic performance. It can be determined by a follow-up study; and
- **Construct Validity** - this concerns the use of proven methods of test construction, including item analysis, item discrimination inter-correlations, and factor analyses.

Bryman (op.cit.) describes four qualitative methods:

- **Dependability** – this is demonstrated through the description of any changes in the setting that affected the research. It can be achieved by documenting the processes, i.e. a data audit;
- **Credibility** - the data and the theory generated by the data should correspond. This attribute can be achieved through triangulation;
- **Transferability** - the extent to which a working hypothesis can be transferred to other contexts or settings; and
- **Confirmability** - the degree to which neutrality can be confirmed. It can be achieved through an audit trail of development, processes and procedures.

Reliability is a necessary but insufficient basis for validity. It concerns the degree of consistency and accuracy required to enable replication of a test, survey, observation or other measure. To achieve this, procedures must be carefully documented and results recorded in full (Gilbert, 1993; Burns, op.cit.; Silverman, op.cit.; Robson, op.cit.; Bryman, 2008). Methods for determining reliability are set out in *Table 4.2*.

Table 4.2 *Measures of reliability and variation* (Lewis, op.cit., p.188)

Source of variation measured as error (E)	*Method of determining reliability*			
	Test-retest	Equivalent form (with time interval)	Equivalent form (without time interval)	Internal consistency
Test differences		E	E	E
Testee differences	E	E		
Interaction (test x testee)	E	E	E	E

Conventional test theory argues that the variation in every Obtained Score (OS) comprises a True Score (TS), an Error Score (ES) and their interaction (TS x ES). This point makes explicit the need for caution when considering the reliability and validity of obtained test scores (Lewis, op.cit.).

A test's reliability is influenced by the test itself, the administration of the test, and the people being tested. To a greater or lesser extent, most measures have an element of error. The greater the number of test items, the less opportunities there are for random errors, and the greater the possibility for any errors to balance out. Test errors may be caused by ambiguous questions, inaccurate marking, or the guessing of answers (Lewis, ibid.; Burns, op.cit.; Trochim, op.cit.).

Random errors may occur if, for example, mood, health, and the misreading of questions, affect the performance of the person being tested. These errors differ from person to person, and may also vary if the same person were to re-take the test. Random errors of measurement can lead to the over- or under-estimation of ability. However, random error has no consistent affect for the whole sample (Lewis, op.cit.; Trochim, op.cit.).

Systematic errors could, for example, be caused by the constant misreading of questions by an individual. They could also be due to room temperature, or the noise of passing traffic, which may affect all the test-takers. The affect tends to be

consistently either positive or negative, and is sometimes referred to as 'bias' (Lewis, op.cit.; Trochim, op.cit.).

Trochim (ibid.) suggests several methods to reduce measurement error:

- using statistical procedures to adjust for measurement errors;
- training interviewers or observers to help with the data collection;
- checking the data and data entry; and
- piloting the test/tests.

In this study the first method was unnecessary as PPNSIE and B/G-STEEM are established measures. It is acknowledged that the obtained scores for these and the sociometric tests were a snapshot in time and place.

There was only one data collector. The data collection and data entry were checked at several stages. Additionally, the sociometric tests, PPNSIE, B/G-STEEM, staff questionnaire and CT interview were piloted (see Chapter 3, section 3.8.5).

Another method is triangulation, e.g. using more than one instrument to measure the same concept. Errors are reduced because they are unlikely to share the same systematic errors. With qualitative and mixed-method data triangulation, Robson (op.cit.) and Silverman (op.cit.) warn that different sources may provide contradictory evidence that could compromise validity. To counter this possibility, Silverman (ibid.) and Burns (op.cit.) advise that all examples or cases be reported, including those that are contrary, deviant, or non-typical.

This study reports on all fifteen cases with data from 372 children and 59 staff. Each case study is unique and therefore generalisability is not a central issue. The measures selected were chosen because validity and reliability had already been established. Credibility is enhanced by using both quantitative and qualitative methods: data from children through measures and sociometric tests, consultation with class teachers, school data, and an audit trail.

Generalisability is achieved though statistical sampling procedures in quantitative research, and purposive sampling in qualitative research, and can be thought of in internal and external terms. External generalisability is the extent to which findings are generally applicable outside the confines of the study. Internal generalisability is applied to conclusions within the context of the study, although a generalised theory may also be developed to further understanding of related cases or situations (Silverman, op.cit.; Robson, op.cit.).

According to Burns (op.cit.), case studies are,

> "*generalisable to theoretical propositions, not statistical populations, and the investigator's goal is to expand theories and not to undertake statistical generalisation*", and "*are focused on circumstantial uniqueness and not on the obscurities of mass representation*" (Burns, ibid., p.474).

Generalisability in this study is achieved through purposive sampling and in combining qualitative research and quantitative measures in each of the 15 unique case studies.

4.2 Measures

Appropriate existing measures of the key social learning and associated educational variables involved needed to be located. Existing measures that have been constructed and their validities and reliabilities published, characterise such instruments and may therefore be used with confidence in the research.

Various considerations must be borne in mind in the search for instruments that assess what is required for use with a similar sample:

- the topic;
- the age of the participants;
- the language;
- the response design; and
- the age of the test.

4.3 Sociometric Tests

Devised by Moreno,

> "*the sociometric test is an instrument which examines social structures through the measurement of the attractions and repulsions which take place between the individuals within the group*" (Moreno, 1953, p.93).

The test was devised to ascertain the interpersonal relationships of a group in a given context and to determine the individual's place within that group. It is used to gain a replicable description of group organisation. Moreno's method is not rigid. It may be modified and adapted to each group. It has often taken the form of spontaneous choices in positive and negative nominations. These may be followed-up by individual interviews and role-play tests to ascertain choice motivation (Moreno, ibid.).

The first of the two sociometric tests in this study required the children to make three positive nominations of their classmates. The second, developed by Asher

and Dodge (1986), is a Likert scale. Each child rates each classmate from 'like very much' to 'not like at all' on a 'smiley-face' rating scale, the biggest smile rating highest, and the unhappiest face scoring lowest. This allows neglected and rejected status to be distinguished and avoids negative nominations that pose ethical issues (Asher & Dodge, ibid.; Andrews & Robinson, 1991; Ollendick *et al.*, 1991; Hopkins, 2002).

The tests require one or more criteria. The sociometric criteria in this study are in terms of action. In this research the questions reflect the focus on activities within the school environment:

1. Positive nominations
    - With whom would you like to play in the playground?
    - With whom would you like to work in the classroom?
2. Smiley-face ratings
    - How much do you like to play with ...?
    - How much do you like to work with ...?

See *Appendix 14* for sample sociometric test sheets.

In positive nomination sociometric tests the children nominate three children they like most in their class in order of preference. Those nominated first choice score 3, those nominated second choice score 2, those nominated third choice score 1, and those receiving no nominations score 0. The smiley-face rating test uses a 5-point Likert scale and is scored from 'least liked'=1 to 'most liked'=5.

The tests have a diagnostic aspect. Children at risk of social exclusion within the class can be identified (see *Appendix 4 – SMS Descriptors*). If deemed appropriate, interventions can then be put in place to minimise that risk. The teacher could also use the results to rearrange groups for particular classroom–related social learning activities.

Permissions for this research did not allow the children to be approached individually. As this, and the time constraints on both participants and researcher, Moreno's follow-up activities were replaced by teacher-observations of the children's behaviour.

4.4 Measures of Locus of Control Belief (LCB) and Self-Esteem (S-E)

The measures in this study needed to be suitable for use with five to 11 year olds. The majority of tests and scales for use with children were developed in the United States, and are for use with those aged eight years and over. Apart from the age factor, American tests pose a language problem in terms of phraseology and vocabulary. To use a test in its original form, retaining validity and reliability, is the ideal. To modify the language making it more accessible for the intended participants risks compromising validity and reliability (Robinson *et al.*, 1991).

Ten measures of self-perception for children were investigated in order to identify those most appropriate for this study, seven of which are described in *Appendix 15.* The three selected are described below.

4.5 Nowicki-Duke Preschool and Primary Internal-External Control Scale (PPNSIE)

PPNSIE is one of the few LCB scales covering the age group of this study (Nowicki & Duke, 1974). It is the downward extension of CNSIE (Nowicki-Strickland I-E Scale), one of the few LCB measures developed for use with children aged eight years and over. There were concerns because the language is American and the instrument is over 30 years old. However, the procedures underpinning its construction appear excellent, and its reliability and validity are satisfactory (see *Appendix 16)*.

PPNSIE was constructed following Rotter's definition of LCB. The 26 items are presented in cartoon format (*Appendix 17*). This format was selected with the intention of holding the children's interest. There are separate versions for boys and girls. There are two differences, the drawings – predominantly girls in the girls version and boys in the boys version – and question 22 which is gender-specific (Nowicki & Duke, 1973). The questions were devised according to three factors, power or helplessness, persistence when dealing with adults, and luck (see *Appendix 18*). It is group administered and scored for externality (Nowicki & Duke, 1974). The scores form a continuum. Those whose score falls below the mid-point could be said to have internal LCB tendencies to a greater or lesser extent. Those

whose score is above the mid-point could be said to have external LCB tendencies to a greater or lesser extent.

4.6 B/G-STEEM

The B/G-STEEM, a 'Self-Esteem Scale with Locus of Control Items' is a British measure of S-E and LCB. It was designed for use by teachers as part of a programme to identify children with poor self-concept and "*to indicate changes which may result from an intervention*" (Maines & Robinson, 1988, p.3). Details of the construction, reliability and validity are set out in *Appendix 19.*

The aims of the scale are,

- *"to investigate the influence of self-concept on children's learning and behaviour;*
- *to consider the possible association between self-concept and locus of control;*
- *to emphasise to adults who work with children the importance of these aspects of children's cognitive development and their significant role in influencing both*" (Maines & Robinson, ibid., p.3).

The B/G-STEEM can be used as a tool "*to plan early interventions for children who may be at risk*" (Maines & Robinson, ibid., p.6). It is not intended to be as comprehensive as Nowicki-Strickland I-E Scale. It was developed in part because Maines and Robinson believe that individual's self-concept can be changed, and they were keen to investigate the possible link between S-E and LCB. They were unable to find a suitable measure for use with British children, particularly those aged between six and eight years (Maines & Robinson, ibid.).

B/G-STEEM consists of 2 scales, each with a boy's and a girl's version (*Appendix 20*):

- primary (6-11 years) of 27 items – 20 S-E (5 domains) and 7 LCB
- secondary (12-14 years) of 35 items - 28 S-E (5 domains) and 7 LCB

The written form may be administered to groups or individually. Questions may be read to the child/children. It may also be used with individuals using a computer for sight and sound access. The questions require a yes/no response. Two scores are obtained, one for S-E and one for LCB. The scores are compared to the tables of norms provided, according to age and gender. The tables indicate whether the scores fall into one of five categories for S-E (very low / low / normal / high / very

high), and one of three categories for LCB (external / normal / internal) (Maines & Robinson, ibid.).

The B/G-STEEM was judged to be a suitable instrument for this study because:

- it was developed for use with British children;
- it was standardised and validated in British mainstream and special schools;
- it is more recent than the other scales that were considered;
- it covers the target age group; and
- it addresses both S-E and LCB.

In part, because the B/G-STEEM only has seven LCB items, its reliability for measuring LCB is unlikely to match that of PPNSIE. Nevertheless, the pupils' responses to those questions provide a valuable insight into to a child's LCB.

The drawback of this instrument is that, except for a study into resilience and academic achievement (Rees & Bailey, 2003) and another into the self-esteem of pupils in schools for pupils with social, emotional and behavioural difficulties (Swinson, 2008), it has not been used in any major studies this researcher has been able to locate. In the event, it was decided that B/G-STEEM be administered together with PPNSIE. This was because PPNSIE is arguably a more reliable measure of LCB, and, because although the B/G-STEEM measures two of the three concepts this research is concerned with, the largest element is S-E.

4.7 Questionnaires and Interviews

In social research, self-completion questionnaires and interviews are used to gather information on, e.g. the behaviour, attitudes, beliefs and values of the participants or of those known to the participants. Whilst the former can be completed by the participants at their own convenience, the latter is usually a questionnaire administered by an interviewer at a mutually agreed time. One of the advantages of self-completion questionnaires is that they are quicker to administer. The main disadvantages are that they assume certain literacy skills, provide no opportunity to clarify or probe the responses, there is no guarantee the completer is the intended respondent or that they complete it independently, and questionnaires tend to have a relatively low response rate. With an interview, these problems are reduced, although there are other disadvantages. They require time commitment from interviewee and interviewer, interviewing skills, and a system of recording the

interview. They may also be more open to social desirability bias (Coolican, op.cit.; Cohen *et al.*, 2000; Robson, op.cit.; Bryman, op.cit.).

The researcher must be clear about the purpose of using either a questionnaire or interview and the intended participants identified. Questionnaires should be designed to suit particular age and ability groups in terms of format and language. Internal validity is called into question when questions are ill-defined or ambiguous (Coolican, op.cit.; Burns, op.cit.; Robson, op.cit.; Bryman, op.cit.).

When designing or reviewing a questionnaire, consideration should be given to:

- the purpose;
- ordered and unambiguous questions, free of jargon, and free of leading, biased, or unnecessary questions;
- question length and appropriateness of vocabulary;
- presentation and layout;
- questionnaire fatigue with over-long questionnaires;
- questionnaire overload - teachers get upwards of five questionnaires per annum, and heads over 15 (UCW, 2002), therefore the introductory letter must convey its message succinctly; and
- ease of completion by respondents and subsequent analysis by the researcher.

  (Cohen *et al.*, op.cit.; Burns, op.cit.; UCW, op.cit.; Bryman, op.cit.).

In addition, the questionnaire for this study needed to provide the school with valuable information.

Closed questions tend to be quicker for both participant to complete and the analyst to interpret, but can be restrictive. Although open-ended questions allow the participant a voice, they can be time-consuming and the analysis problematic. Questions can be presented in a number of ways (see *Appendix 21).* These formats are also used in measures and scales. All are potentially open to socially desirable response bias, although this should be kept to a minimum through assurances of confidentiality (Gilbert, op.cit.; Anderson & Arsenault, 1998; Robson, op.cit.).

To keep completion time to a minimum, the staff questionnaires in this research consisted of statements with a five-point Likert rating scale plus a space for comment. The statements focused on the LAC and were related to SMS, LCB, S-E, and educational concerns. There were two further questions on training provision

regarding LAC issues, and two open-ended questions on educational concerns (see *Appendix 22*).

A range of interview formats exists, although all will have a conceptual focus and an aim (see *Appendix 23*). The formats range from the flexible unstructured interview to the less flexible, fully structured interview. Different approaches may be combined in the same interview (Denscombe & Aubrook, 1992; Gilbert, op.cit.; Delamont, 2002; Robson, op.cit.). In each case, a record must be kept by the researcher or their assistant. Notes need to be written up, or recordings transcribed prior to analysis.

The advantage of conducting an interview is personal interaction and the opportunity for flexibility allowing expansion, diversion and probing (Burns, op.cit.; Bryman, op.cit.). It is an aspect of triangulation giving perspective and allowing the participant to voice their opinions, values, emotions and beliefs. Participants are empowered by the opportunity to explain, clarify, and justify their responses. It can add depth and breadth to the data. It is intended to facilitate generation of further areas of research and the posing of research questions amenable to creating testable hypotheses (Burns, op.cit.; Bryman, op.cit.). Interviews also have limitations: they are time-consuming; there may be difficulties arranging a mutually convenient time; participants may feel uncomfortable in an interview situation; and there may be personality difficulties between the interviewer and interviewee (Coolican, op.cit. Burns, op.cit.).

In this research, the staff interviews were semi-structured and followed the pattern of the staff questionnaires (see *Appendix 24*). The statements were reformed into open-ended questions. The questions on 'educational concerns' and 'other comments' deliberately allowed flexibility, i.e. they were unstructured.

4.8 School Assessments and Tests

In addition to the measures described above, school assessments and test data were obtained. These measures are described below.

4.8.1 Early Years Profile (EYP)

This was a non-statutory assessment tool used with children in the reception year (YR). It related information on the children's levels of development and pre-school experience to desirable learning outcomes. It was also used as a diagnostic tool for

individual pupils (Countyshire website, accessed April 2008).

The EYP used by Countyshire was divided into six sections:

- Personal and social development (40 items);
- Language and literature (40 items);
- Mathematics (20 items);
- Knowledge and understanding (20 items);
- Physical development (15 items); and
- Creative development (15 items).

The teacher marked the items when the individual child had achieved them. There was a maximum score of 150. With the introduction of the National Curriculum (NC) Foundation Stage in 2000, the Foundation Stage Profile (FSP) replaced the EYP (Bertram & Pascal, 2002). In this study, this resulted in EYP data for 12 cases and FSP data for the three youngest children.

4.8.2 Foundation Stage Profile (FSP)

This assessment tool is a summary of a child's progress and learning across the six areas of learning at the end of the NC Foundation Stage. It consists of 13 scales:

- Personal and social development – dispositions/attitudes; social development; and emotional development (9 items each);
- Language and literature – language/communication/thinking; linking sounds and letters; reading; and writing (9 items each);
- Mathematics – numbers for labels and counting; calculating; and space, shape and measures (9 items each);
- Knowledge and understanding (9 items);
- Physical development (9 items); and
- Creative development (9 items).

The teacher marks the items when the individual child has achieved them. There was a maximum score of 117. It was renamed 'Early Years Foundation Stage Profile' in September 2008 (National Assessment Agency, 2008).

4.8.3 End of Key Stage Tests (SATs)

Introduced by the Government in 1992, SATs were intended as a means to provide a benchmark of individual pupil performance in English, Mathematics and Science. The information is also used to contribute to judgements made about a school's

overall performance. National data are collected on SAT results.

The validity and reliability of these tests has been questioned because NC assessments involve both teacher assessments and tests, are developed, marked, and interpreted by the same agency setting the standards, and because the tests are used for various purposes (Select Committee, 2008; Stobart, 2009). To examine the validity of NC assessments, Stobart used an alternative method to those described in section 4.1. It was based on 'consequential validity', an integrated concept, controversially including reliability, and concerning the "*property of the test scores rather than the test itself*" (Stobart, 2001, p.28). He concluded that some aspects of validity are problematic, and the issues do not appear to have changed over the last eight years (Stobart, 2001 & 2009). The Select Committee (op.cit.) recommended the Government clarify the purpose of national testing and to consider the use of multiple test instruments "*each serving fewer purposes... as a more valid approach to national testing*" (para.5, p.19).

In England, the statutory 'End of Key Stage Tests' have been generally referred to as 'SATs' (Standard Assessment Tasks/Tests). They are taken towards the end of every Key Stage:

Y2 - mathematics and English (reading and writing/handwriting/spelling)

Y6 and Y10 - mathematics, English and science.

The tests are scored with points, and levels are awarded -

> "*the mean (average) score for each age group on an assessment is set at 100 and the standard deviation at 15*" (Sats Guide, 2008).

The benchmarking is shown in *Table 4.3* below.

Table 4.3 National Curriculum benchmarking levels

Levels (L)	
W	working towards level 1, very weak.
L 1	average for a typical 5 year old.
L 2	average for a typical 7 year old.
L 3	average for a typical 9 year old.
L 4	average for a typical 11 year old.
L 5	average for a typical 13 year old.
L 6	average for a typical 14 year old.
L 7	above average for typical 14 year old.
L 8	for maths only.

At some levels additional information is provided in the form of 'a', 'b' and 'c'. These indicate a range within the level, ‘a’ being the highest and ‘c’ being the lowest (Sats Guide, ibid.).

4.8.4 QCA Tests

The Qualification and Curriculum Agency (QCA) assessment tests are not statutory. Schools may choose to administer them from Year 3 and in subsequent non-SAT years. The tests are designed to support teacher assessment and the marks indicate the level achieved. The results are only used for the school’s own information and are not published (National Assessment Agency, op.cit.).

4.9 Levels of Measurement

Four types of quantitative measures are used to gather empirical data in this study:

1. positive nomination sociometric test;
2. smiley-face rating sociometric test;
3. PPNSIE, an LCB measure; and
4. B/G-STEEM, a S-E and LCB measure.

Both sociometric tests use ranking or ordinal scales with no precise interval between the scale points. The sets of scores for each test can be placed in rank order for each class.

PPNSIE and B/G-STEEM are standardised instruments. There is no precise distance between the numbers in either measure. Although initially nominal scales, requiring ‘yes’ or ‘no’ answers, the scores for each measure can be placed in rank order for each class.

School test and assessment scores are assigned a ‘level’, i.e. a category, except for the EYP/FSP. The scores can be placed in rank order for each class.

The levels of measurement used in this research are indicated in *Table 4.4* below.

Table 4.4 Levels of measurement used in this research

TESTS	Levels of Measurement – Quantitative Data				Qualitative Data
	1 categorical	2 ordinal	3 interval	4 ratio	
Sociometric Positive Nominations		✓			
Sociometric Smiley-Face Ratings		✓			
PPNSIE Measure of LCB	✓	✓			
B/G-STEEM Measure of S-E & LCB	✓	✓			
Interviews – class teachers: oral comments					✓
Questionnaires – school staff: 5-point scale for each question & opportunity for comments		✓			✓
Early Years Profile / Foundation Stage Profile	✓	✓			
Key Stage 1 SATs	✓	✓			
QCA tests Y3 / Y4	✓	✓			

4.10 Summary

Having taken into consideration issues of validity and reliability, existing measures were reviewed, and three instruments were identified. PPNSIE, an LCB measure, and B/G-STEEM, an S-E measure with LCB items, were selected for their suitability for the age group and purpose of this study.

The sociometric tests were based on Moreno's model, which allows flexibility (Moreno, op.cit.). The questions are framed in two settings,

- Who would you like to play with on the playground?
- Who would you like to work with in the classroom?

Positive nomination tests, and Likert rating scales (Asher & Dodge, op.cit.) in a smiley-face format, were selected for each question.

The style and format for the staff questionnaires and interviews were assessed. Apart from providing a substitute for interviews with the children, *which were not allowed under the terms of the permissions*, they also provided an important aspect of triangulation. The questionnaires consisted of statements with a five-point Likert-type rating scale, and space for comments. The statements concerned LCB, S-E, SMS, and educational concerns relating to the individual LAC. There were

further questions on training provision regarding LAC issues, and open-ended questions on educational concerns. The interview questions were semi-structured and based on the questions used in the questionnaires.

Additional data were provided by statutory and non-statutory school tests assessments. These were briefly outlined.

Finally, the levels of measurement of the tests and measures used in this research were identified.

Chapter 5
Data Analyses and Discussion

Introduction

Chapter 5 is in two parts. The case study approach adopted requires that each case study be initially explored in its own right. To this end the data collected are presented and then discussed for each of the 15 classes in Part A. Part B comments on the data collection process, PEPs, the schools' LAC policies, the provision of DTs in the participating schools, and training provision.

This chapter is concerned with the structure and content of data collection for the hypotheses generation in the seven areas identified for each of the 15 primary school classes containing one LAC (see *Table 5a* overleaf). SMS (area 2), LCB and S-E (area 3) were selected because of their potential for modification and are described in the review of the literature (Chapter 3). Their social and educational significance are outlined in Chapter 1 (p.6). The school-based profiles, including, national test results and attendance (areas 4 and 5), were selected because part of the generalised image is that LAC significantly 'underachieve' at school (DfES, 2006c).

School data on attendance, EYP/FSP, SATs and QCA tests were collected at or around the time of the class teacher (CT) interviews held between April 2005 and June 2006. The staff questionnaires were also completed at the time of the CT interviews. The data received from the schools are shown in *Table 5a* (overleaf).

The 15 case studies were selected as described in Chapter 3 (p.64). The sociometric tests, PPNSIE and B/G-STEEM were administered in the classes between November 2005 and February 2006 (see Chapter 4 for test details). The order of the tests was set to facilitate replication. The administration procedures and the scoring processes are described in Chapter 3. The full data record and coded interview transcripts are to be found on the CD.

Table 5a Data obtained from the schools: structure and content

Data obtained from the schools

Total items of data used in the analysis = 45,944 *(see CD for full summary of data)*

Key:		
	data received for whole class	CT = class teacher
!	incomplete data set *	TA = teaching assistant
LAC	data only available for LAC	DT = designated teacher for LAC
x	not applicable	SENCo = SEN coordinator
	not supplied	

** only LAC's year group supplied, or pupil movement*

Areas		Data															
1	Administrative & Biographical	Case no.	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15
		Gender	girl	boy	boy	boy	boy	girl	boy	girl	boy	girl	girl	girl	boy	boy	girl
		School code	M	N	OA	OB	PA	PB	QA	QB	R	S	TA	TB	U	V	W
2	Social perceptions in the classroom	Positive nominations															
		Smiley-face ratings															
3	Social perceptions of self	PPNSIE															
		B/G-STEEM															
4	Educational attainments	EYP			LAC	LAC	LAC	x	!	x					LAC		x
		FSP	x	x	x	x	x		x		x	x	x	x	x	x	
		KS1 SAT levels	!		!	!		x		x			!		!		x
		KS1 SAT points	!		!	!		x		x			!		!		x
		QCA Y3			!	!	x	x	x	x	!	LAC	x	x		LAC	x
		QCA Y4		x	!	!	x	x	x	x	!		x	x		!	x
5	Attendance	% for school															
		class nos.							LAC	LAC		LAC					
		class %	LAC	LAC	!	!	LAC	LAC	LAC	LAC	LAC						
6	15 LAC data	PEP	LAC	LAC	LAC	LAC	LAC		LAC	LAC	LAC	LAC	LAC	LAC	LAC	LAC	
		SEN status	LAC	LAC	LAC	LAC	LAC	LAC	LAC	LAC	LAC	LAC	LAC	LAC	LAC	LAC	LAC
		IEP	LAC	LAC	LAC	LAC	x	LAC	LAC	x	LAC			x	LAC	LAC	
		LACET		LAC		x		LAC	x	x	x	LAC	x	x		LAC	
		Policy															
7	School staff consultation	CT interview															
		CT1 questionnaire															
		CT2 questionnaire															
		TA questionnaire															
		DT questionnaire															
		SENCo questionnaire															

There follows a description of the results of the data analysis based on research questions 2 to 5 (Part A). Although the focus of the reporting will concentrate on the LAC, the contextual element of each study is crucial because the class setting provides a comparison group of LAC and non-LAC. Each case will be presented in the same format and, except for the findings of the staff consultation, will follow the order of the research questions (see *Table 5b* overleaf). To facilitate a summary for each of the SMS, LCB, S-E and educational data sections, the findings from the staff questionnaires and CT interviews, are placed in their respective sections. This is followed by a discussion and conclusion. The key hypotheses generated are written as statements at the end of each case study.

Table 5b *Structure of Part A: presentation of findings (Cases 1-15)*

Part A Case Studies 1 to 15	Title with LAC's pseudonym	
	1.	Administrative and Biographical Information: Year group Numbers in the class LAC code number (this is preceded by the school code) Length of time in care
	2.	Social Perceptions in the Classroom 2.1 SMS 2.1.1 Findings: positive nominations and rating scales 2.1.2 Staff Consultation 2.1.3 SMS Summary
	3.	Social Perceptions of Self 3.1 LCB 3.1.1 Findings: PPNSIE and B/G-STEEM 3.1.2 Staff Consultation 3.1.3 LCB Summary 3.2 S-E 3.2.1 Findings: B/G-STEEM 3.2.2 Staff Consultation 3.2.3 S-E Summary
	4.	Educational Attainments and School Attendance 4.1 Findings: EYP/FSP KS1 SATs QCA Y3 QCA Y4 School Attendance 4.2 Staff Consultation and School Data: Educational Concerns 4.3 Educational Attainments and School Attendance Summary
	5.	Discussion and Conclusions
	6.	Hypotheses Generation Key potentially modifiable social learning (SL) issues

The chapter concludes with a discussion on the school staff consultation (Part B) (*Table 5c*).

Table 5c *Structure of Part B: school staff consultation*

Part B School staff consultation	1.	Data collection
	2.	Personal Education Plans
	3.	School LAC policies
	4.	Designated teachers for LAC
	5.	Training

An example of a whole class report is provided in *Appendix 12*. This case (Case 1) is a presentation of the data and the analyses for the whole class interwoven with that of the LAC. Not only does this show the LAC in the full context of their class and their place within it, it also illustrates that the data gathered can be used to identify non-looked-after children who may have difficulties with SMS, LCB and S-E. The reason is that whatever procedures and interventions are of benefit for LAC are of benefit for *all* children (Fletcher-Campbell, 1997), and it is possible that another child in the class may need to be taken into care at any time (Mills, 2004). The results are presented as numbers and percentages to enable children and classes to be compared. The descriptive statistics are correct to one decimal place unless otherwise stated. Class reports for Cases 2-15 can be found on the CD.

An examination of LAC across the case studies is to be found in Chapter 6. Although the uniqueness of the individual LAC lies at the heart of this study, it was deemed useful to provide an overview, and it forms the basis for discussion and reflection.

A. 15 Individual Classroom-based Case Studies

Case 1 – Gina's Story

1. Administrative and Biographical Information

Gina was one of 24 children in this Y5/6 class where 11 were Y6 (4 girls, 7 boys) and 13 were Y5 (9 girls, 4 boys). In tables and graphs, Gina is referred to as 'M12/LAC'. At the time of testing, the children were seated in mixed groups determined by the children.

When the data were collected in 2005, Gina had been looked-after for between five and six years.

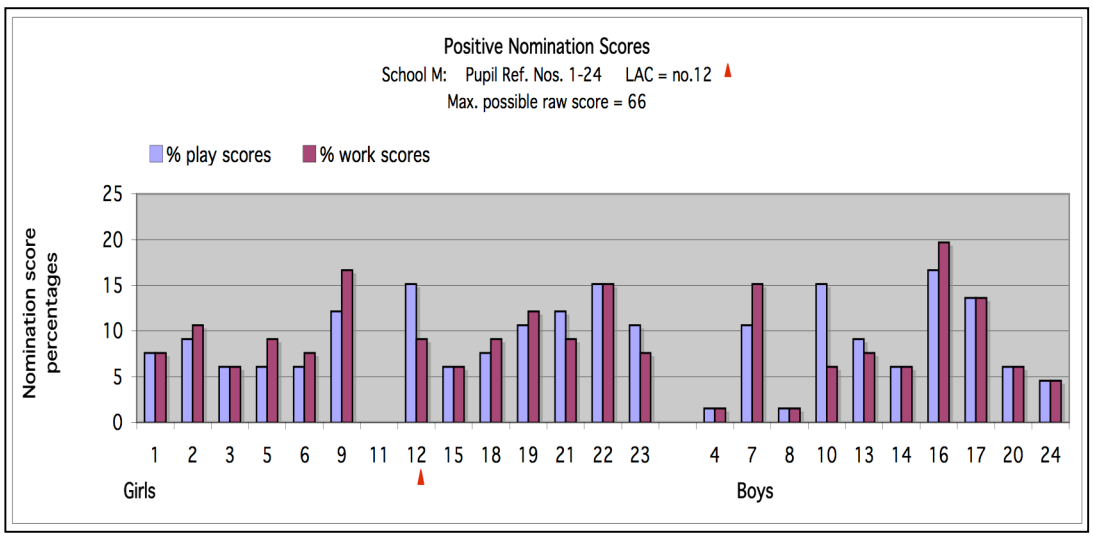
2. Social Perceptions in the Classroom

2.1 Sociometric Status

2.1.1 Findings: positive nominations and smiley-face rating scales

Gina ranked joint second in the play nominations, scoring 3.7 above the class mean (M=6.3, SD=3.0), and she ranked joint first amongst the girls. In the work nominations, she ranked eighth with a score 0.2 below the class mean (M=6.2, SD=3.2), and ranked fifth amongst the girls (*FIG. 5.1A*). Gina received seven play nominations, and her three choices were reciprocated. She received three work nominations, of which one was reciprocal. Her first choices were the same in both settings, and were met with reciprocal first-choice nominations.

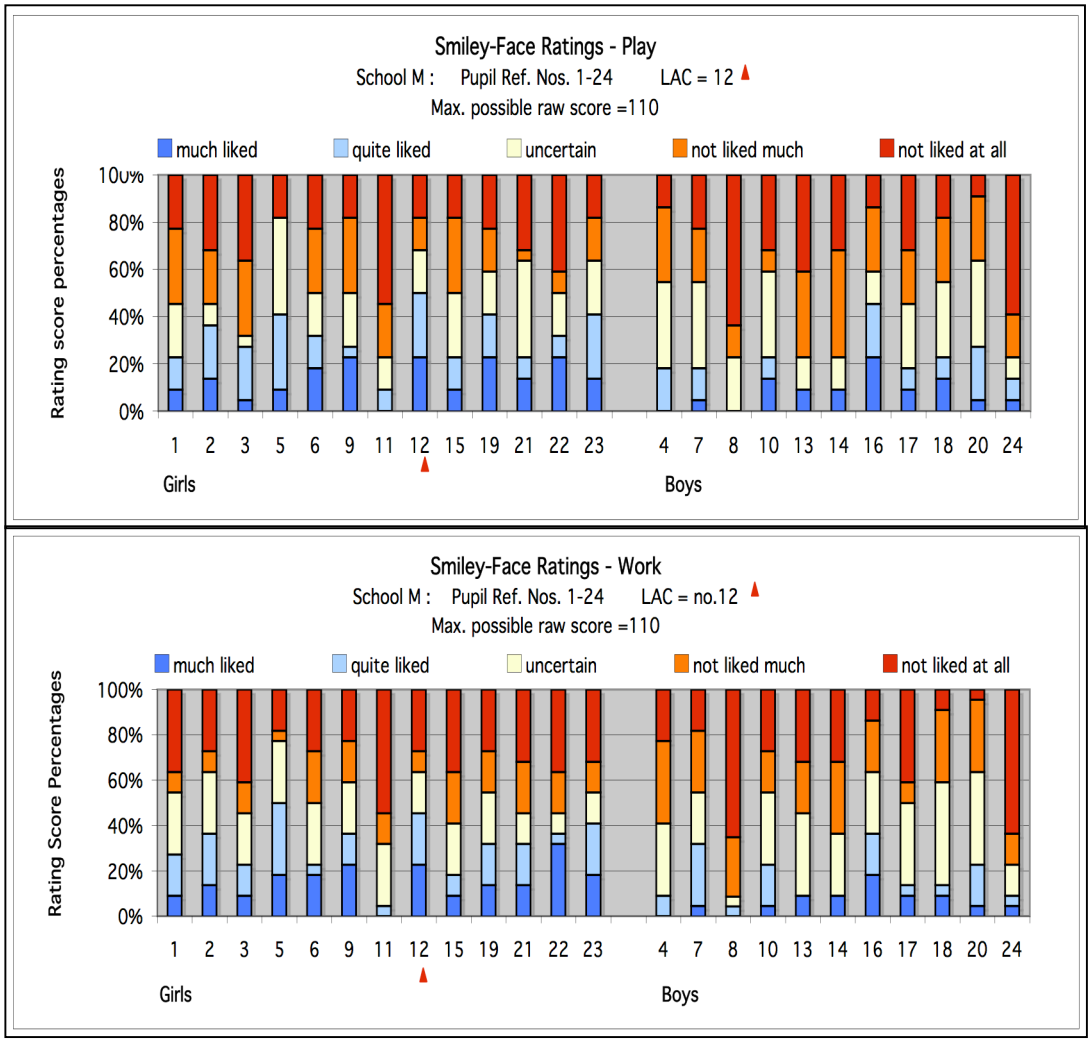
FIG. 5.1A *Case 1 - positive nomination results*



In the smiley-face ratings (*FIG.5.1B*), Gina ranked first in the class for play, scoring 9.36 above the class mean (M=61.6, SD=9.6). She received five (22.7%) top ratings, and four (18.1%) bottom ratings. Gina is 'popular' according to the classification method used by Coie *et al.* (1982) (see *Appendix 4*).

Gina ranked second for work both within the class as a whole, and amongst the girls. She scored 6.0 above the class mean (M=61.1, SD=9.4). Gina received five (22.7%) top ratings and 6 (27.3%) bottom ratings.

FIG. 5.1B Case 1 - distribution of ratings for play and work



Gina tended to rate her classmates towards the lower end of the scale for both play and work. She gave the top rating to two children for play, and to one child for work, generally echoing her reciprocal nominations.

Gina's rank within her class according to the SMS tests is shown in *Table 5.1a.*

Table 5.1a *Case 1 - sociometric status results*

girls boys LAC	Sociometric Status in Gina's Class							
	Positive Nominations				Smiley-Face Ratings			
	Play		Work		Play		Work	
	rank	child	rank	child	rank	child	rank	child
Highest SMS One third of class	1	M16	1	M16	**1**	**M12**	1	M5
	2	**M12**	2	M9	2	M5	**2**	**M12**
	2	M22	3	M22	2	M16	2	M16
	2	M10	3	M7	4	M19	4	M9
	5	M17	5	M17	4	M23	5	M2
	6	M9	6	M19	6	M20	5	M20
	6	M21	7	M2	7	M9	7	M23
	8	M19	**8**	**M12**	8	M6	8	M22
Middle SMS One third of class	8	M23	8	M5	9	M18	9	M19
	8	M7	8	M21	10	M21	9	M7
	11	M2	8	M18	11	M2	9	M18
	11	M13	12	M1	11	M15	12	M6
	13	M1	12	M6	11	M22	13	M21
	13	M18	12	M23	11	M10	14	M1
	15	M3	12	M13	15	M4	14	M10
	15	M5	16	M3	16	M1	16	M3
Lowest SMS One third of class	15	M6	16	M15	16	M7	17	M15
	15	M15	16	M10	18	M17	17	M13
	15	M14	16	M14	19	M3	17	M17
	15	M20	16	M20	20	M14	20	M4
	21	M24	21	M24	21	M13	21	M14
	22	M4	22	M4	22	M24	22	M11
	22	M8	22	M8	23	M11	23	M24
	24	M11	24	M11	24	M8	24	M8

2.1.2 Staff Consultation

The CT, TA, DT and SENCo tended to believe that Gina's classmates generally liked to play and work with her (staff questionnaires).

According to the CT, Gina had one special friend, but, as Gina tended to be possessive, she found it difficult to maintain the relationship. She played with a group of children, and even though her social skills are *"quite good"*, she tried hard to be *"accepted"* by her peers on the playground (CT interview). Her social interactions with her peers seemed to be adversely affected by her emotional state (CT interview).

Petty disagreements on the playground were carried over into the classroom and tended to distract her from her work (CT interview).

2.1.3 SMS Summary

Gina's interpersonal skills were noted as 'a strength' (PEP), yet the CT and the PEP section on relationships regarded her as having difficulties with her peers generally, and with *"less mature"* children in particular (PEP). The sociometric tests helped to

clarify her peer relationships. Gina reciprocated three nominations for play, one of which was from a boy who also liked to work with her. The CT observed that she had one good friend, and reciprocal first choices in the positive nominations in both settings, confirm that she was indeed good friends with one girl. The profile according to Coie *et al.* (ibid.), describe her SMS for play as 'popular' (see *FIG. 5.1B*, and *Appendix 4*). Although she was not classed as 'popular' for work, she did not appear to have low SMS. Gina was liked by 12 (50.0%) of her classmates, with five giving her top ratings in both play and work settings. She, however, was very sparing with her top ratings. It would have been interesting to ask Gina how many friends she thought she had, but this was not possible.

There seems to be something of a mismatch. The CT had not recognised Gina as one of the more popular children in the class, but there was general staff agreement that her classmates did like to both play and work with her (staff questionnaires). From the CT's observations, Gina was possessive of her one friend, did not find it easy to maintain that friendship, and she had to work hard at *"trying to be accepted"* by those she wanted to play with (CT interview). This does not seem to fit with the very positive comments about her social/interpersonal skills (PEP, CT interview). Arguably, another element needs to be taken into consideration, her emotional state. The CT thought this was *"letting her down"* with her peer relationships (CT interview). It may be at the root of the petty disagreements she had on the playground, and which carried over into the classroom. It may also account for the possessiveness. If you are deprived of your family, perhaps you may become more possessive of your friends. In Gina's case, it may be the fear that if you can be taken away from your family, you may also be taken away from your friend(s). Just before the CT interview, Gina was actually taken away by her foster carers to live in another locality, and "*as she became closer to her leaving date... she gradually distanced herself from others socially*" (DT – staff questionnaire).

3. Social Perceptions of Self

3.1 Locus of Control Beliefs

3.1.1 Findings

According to PPNSIE (*Table 5.1b*), Gina had a relatively balanced LCB score of 12. This was 1.3 below the class mean (M=13.3, SD=2.3). The B/G-STEEM found her to have external LCB tendencies. She scored 4 in this test, which was 0.6 below the class mean (M=4.6, SD=1.2).

Table 6.1b Case 1 - PPNSIE results

PPNSIE SCORES (max. possible score = 26)															Key: girl boy LAC								
towards externality ←								mid-point							→ towards internality								
19	17	16	16	16	14	14	14	13	13	13	13	13	13	13	12	12	12	12	12	11	11	10	9
M1	M11	M2	M17	M24	M3	M22	M14	M6	M15	M4	M8	M10	M13	M20	M12	M5	M21	M23	M16	M9	M7	M19	M18

Examining Gina's responses to the LCB questions, using PPNSIE's three factors, may help to identify potential areas for modification within the classroom –

Factor 1 - Making people and things do what you want them to do.

Gina did not believe she could make other children like her, although she did think she could stop another child from hitting her. She also thought that she could do something about a 'person' who does not like her. This sounds confusing, but there are a number of possible explanations. A 'person' may have been taken to mean an adult as opposed to a child. The action she may take with someone, child or adult, could be to avoid them, to inform a trusted adult or to make either an aggressive or a friendly approach. She believed that getting the teacher to like her was important.

Gina did not believe that thinking about what she does makes her actions turn out better, but nor did she believe that the best way to handle a problem is to ignore it. She believed she could make right something she had done wrong.

Factor 2 - Persistence in obtaining goals and dealing with powerful others.

Gina did not believe persistence worked when she wanted something. She felt she could not get her own way at home, nor could she get her friends to do what she wanted. She also thought it better to be lucky than to be clever. These could be described as LH beliefs.

Factor 3 - Relating to fate, luck and/or chance.

Although Gina had a lucky charm, she did not have a lucky number. She realised that to be good at something, e.g. running, is not innate and does not depend on luck. She believed that she could make her work better if she really tried (B/G-STEEM).

Gina believed people were often mean to her for no reason, and that she was often blamed for things that were not her fault.

3.1.2 Staff Consultation

There was little agreement by the four staff on how internal Gina was with regard to both general and learning behaviours. The ratings varied between 'agree' to 'disagree' (staff questionnaires).

On the surface, according to the CT, Gina tended to blame others for the petty squabbles and other things that went "*wrong*" in school and in her life (CT interview). On closer examination, the CT believed she blamed herself.

The CT believed Gina had a good idea of her capabilities. She was confident in mathematics, but with English she *"was convinced she wasn't any good at it, and therefore felt she couldn't really improve"* (CT interview).

3.1.3 LCB Summary

The PPNSIE results indicate that Gina had a balanced LCB, whilst B/G-STEEM found her to have external tendencies. Interestingly, she omitted the PPNSIE question, 'does whether or not your mummy or daddy like you depend on how you act?', and the B/G-STEEM question, 'do other people decide everything about your life?'.

Although she was involved with petty squabbles, Gina's general behaviour was described as good (PEP, staff questionnaires, CT interview).

The CT had often spoken in depth to Gina. These conversations revealed that although she often blamed others when things went wrong, she really seemed to blame herself. This could be a self-protection strategy. For example, she may not want others to see that everything is her fault, as she may think, so in blaming others she becomes disassociated and attention is deflected away from her.

The CT and TA, i.e. the staff who work closest with Gina, tended to be of the opinion that she did not take much responsibility for her learning (staff questionnaire). Upsets from playtime had a distracting affect on her in the

classroom, particularly when she was supposed to be working on a subject she felt less confident in. She seemed to have a good idea of her abilities. She was confident in mathematics, and met with success. She believed she was not good at English, and struggled. This may be a consequence of her belief, or maybe she is lacking in ability. As her expressive language was deemed good, it could be the former (CT interview). It may be because she had once been told she was poor at spelling, damaging her self-confidence, and perhaps making her feel helpless to address and reduce any difficulty.

3.2 Self-Esteem

3.2.1 Findings

B/G-STEEM found Gina to have 'low' S-E on the day of the test (*Table 5.1c*). She scored 12, which was 2.6 below the class mean (M=14.6, SD=3.4).

Table 5.1c *Case 1 - B/G-STEEM: S-E findings*

B/G-STEEM	*The children's code numbers are shown in italics (LAC in red). School M.*				
	Very Low S-E	Low S-E	Normal S-E	High S-E	Very High S-E
Girls	*15, 19, 23*	*1, 3, 12, 21*	*2, 6, 9, 11, 22*		*5*
Boys	*17*	*8*	*4, 7, 16, 24*	*14, 18, 20*	*10, 13*
Totals	**4**	**5**	**9**	**3**	**3**

Examining the S-E element of B/G-STEEM responses may help to identify potential areas for modification. Although Gina agreed that the other children like playing with her, and that she had a best friend, she did not believe that she was as clever as them. She thought that neither her work nor her reading was good, and she believed the CT was not pleased with her work.

3.2.2 Staff Consultation

The staff tended to agree that Gina's S-E was not high for either play or work (staff questionnaires).

Gina's S-E was so low, and her emotional state *"so appalling",* that the CT had serious concerns about her, particularly for when she reached adolescence – *"frankly, if I saw a child who might be tempted at that moment to commit suicide or something, there's one"* (CT interview). She was emotionally affected and disturbed by her situation, *"all she did was think about her situation constantly"* (CT interview).

In the CT's opinion, the blaming of others for her situation could have been a strategy for disassociation or an excuse for feeling helpless. She sometimes appeared not to care (CT interview).

Occasionally, praise had some positive effect on Gina, but apparently, it was short-lived. When she was "*feeling negative*" praise had little effect, she *"shrugged it off as people trying to make her feel better"* (CT interview).

***Note**: this CT had personal experience of being in care and may therefore have been particularly perceptive in observations of Gina's emotional state.*

3.2.3 S-E Summary

The B/G-STEEM found Gina's S-E to be low. The staff were concerned about Gina's low self-esteem and her apparent unhappiness. She had been *"significantly disturbed"* (CT) in the autumn term. This may have been caused by some uncertainty about her future, whether she was to return to her mother or remain with her foster carers. This issue was subsequently resolved by her decision not to return to her mother, and it was reported that she had become more settled in school (PEP, CT interview).

4. Educational Attainments and School Attendance

4.1 Findings

Early Years Profile

No data were available for this class.

KS1 SATs

Gina attained the Government's expectation of Level 2 for reading, writing, and mathematics (National Curriculum Online, undated) (*Table 5.1d* overleaf).

Data were only available for the 11 Y6 children in this class. The lowest point score for this group was 7.0 and the highest was 15.7 (M=12.6, SD=2.8). Gina scored 15.0, which was the highest amongst the girls and third highest in the whole group. Her score was 0.4 below the national average for all children, and 0.8 below the national average for girls.

Table 5.1d Case 1 - KS1 SAT results

KS1 SAT Results 2001 – Gina's Class (School M) *The children's code numbers are shown in italics (LAC in red).*						
	Reading		**Writing**		**Mathematics**	
Level	girls	boys	girls	boys	girls	boys
3						*18*
2a		*16*				
2b	*12*	*4*	*12*	*16*	*1, 2, 12*	*4, 13, 16*
2c	*1, 3*	*13, 18*	*1 ,2, 3*	*4, 13, 18*		*7*
1	*2*	*7, 14*		*7, 14, 17*	*3*	*14, 17*
w		*17*				

QCA Y3 - No data were available for this class.

QCA Y4 - No data were available for this class.

School Attendance

In the year 2004/5, Gina's attendance was 97.0%. This was 2.4% above the national average for primary schools, and 0.4% above the Countyshire average. Data were only available for Gina.

4.2 Staff Consultation and School Data: Educational Concerns

At the time the data were collected, Gina was on the SEN register at 'school action' for emotional difficulties. Previously, SEN concerns included spelling. The concerns stated on her PEP were for self-esteem, peer relationships, and spelling. Both the CT and TA voiced concerns about Gina's emotional difficulties (staff questionnaires). The CT noted that it had been a difficult year for Gina.

The DT and SENCo thought Gina was making good educational progress, with the DT predicting Level 5 in the KS2 SATs, one level above government expectations (staff questionnaires). However, according to the CT, Gina's level of attainment in English was below the national level expected. Her spoken language was good and she was able to express herself "*eloquently*" (CT interview). The CT believed Gina's foster carers had provided a stimulating environment and given her a good grounding in language. It was suggested that the written language problem might have originated in a previous class where she had been told that her spelling was weak. Spelling seemed to have become an obstacle to achievement - she had told the CT that *"she couldn't write because she couldn't spell"* (CT interview).

The CT thought Gina was of average ability and possibly working to the best of her ability. She was doing *"fairly well"* in subjects she succeeded in, e.g. mathematics (CT interview).

As Gina's general behaviour and educational attainment had not been problematic, LACET had not been involved with her in this academic year. The CT was uncertain whether they had ever been involved with Gina.

Gina's relationships with staff in school were good. The two male teachers, in whose classes she had been, were thought to have been particularly beneficial in building her self-confidence because *"she seemed very easy in male company, in adult company, particularly male company"* (CT interview).

Gina reported feeling 'ok' and 'calm' about school, and she named a member of staff she felt able to talk to if necessary (PEP). At the time of the data collection, Gina was a member of the school gym and music clubs (PEP). She had a goal, an ambition to become a canoeing instructor. This may have been due to the particular interest her foster carers had in such outdoor pursuits (CT interview).

4.3 Educational Attainments and School Attendance Summary

Spelling and the completion of written work were highlighted as an educational concern on the PEP. Some progress had been made with spelling so it was no longer on her IEP. Other concerns noted on the PEP were that although Gina's relationship with adults in school was considered *"excellent"* (PEP), she had problems with peer relationships (previously discussed SMS section, 7.1).

The CT considered Gina's English work to be below average for her age, and wondered whether the reason was that she was underperforming, or whether her good expressive language "*gave the impression that she was cleverer than she was*" (CT interview).

Gina was on the SEN register at 'school action'. At the time of the data collection the concerns were for Gina's emotional difficulties (IEP, staff questionnaires, CT interview). In particular, she was to be encouraged to ask for help and to be helped to identify appropriate times for work and times for *"other issues"* (IEP).

Gina's curriculum strengths were noted as being mathematics, creativity, movement, games and PE. She took part in extra-curricular activities provided at

school and belonged to two school clubs. She enjoyed mathematics and art and spent free time in school either reading or drawing. She admitted she found ICT difficult. Gina felt she could help herself to improve her reading and writing skills (PEP).

Gina's school attendance was above average. No concerns were voiced over her attendance.

5. Discussion and Conclusion

Within this class, Gina was generally accepted and liked by her peers, and was found to be 'popular' for play. However, she did not appear to perceive herself as being popular, or of being liked by her peers, and this may have been a cause for concern, particularly if she did not see herself as likeable. Gina did have difficulties with her peer relationships from time to time. The CT attributed these difficulties to her emotional well-being.

At the time of testing, the indications were that Gina's LCB was generally balanced with a possible tendency towards the external. She was approximately mid-rank within her class. The examination of her responses to PPNSIE indicated there were areas that may have benefited from some intervention, in particular her beliefs about her lack of ability in English. Praise alone would be unlikely to achieve change. As Gina appeared to be suspicious of the sincerity of praise-giver's motives, she may believe she is unworthy of it (Pajares, 2006). Gina also seemed to have assumed guilt for everything that went wrong in her life, both in and out of school. She may have needed help towards developing a more balanced view.

Gina's S-E was 'low' at the time of testing. Approximately half the girls in this class had 'low', or 'very low' S-E that day. Girls aged between nine and 14 years have been found to be more susceptible than boys to negative self-appraisals (Rudolph *et al.*, 2005). Negative self-appraisals have been negatively associated with emotional well-being, particularly if there is a history of abuse (Emler, 2001; Rudolph *et al.*, op.cit.). Whilst low S-E is not considered to be a risk factor for educational under-achievement, it has been associated as a risk factor for suicide (Emler, op.cit.). Together with the CT's worries about Gina's emotional well-being as she approached adolescence, this indicates this was a serious area of concern that may have needed a combined approach by professionals from health, social services and education.

At the end of KS1, Gina's attainment in reading, writing and mathematics, although slightly below the national average for that year, was in line with Government expectations. By the end of KS2 her progress in English seemed to have slipped below the expected level despite her good expressive spoken language. Whilst low S-E may not have been a factor in Gina's educational attainment, her LCB may well have been a factor in the apparent diminishing of her attainment in English. There were no concerns about Gina's school attendance.

Gina's main difficulties appeared to concern her emotional problems, as noted in her PEP and IEP. Whilst some children are able to cope with adverse experiences, such as trauma and loss, others find it extremely difficult (Bombèr, 2007). Her emotional difficulties seemed to have affected much of her life in school. They impacted on her self-esteem, self-confidence, concentration, learning, academic performance and peer relationships. This would seem to support research suggesting a strong association between learning and emotions and feelings, and the negative effect of anxiety and worry on information processing and motivation (Cooper & Tiknaz, 2007).

6. Hypotheses generation: one potentially modifiable SL issue

In this specific classroom context, in terms of SMS, LCB and S-E, Gina's emotional well-being is associated with her S-E and educational attainment.

Case 2 – Frankie's Story

1. Administrative and Biographical Information

Frankie was one of 31 children in this Y3 class of 17 boys and 14 girls. In tables and graphs, Frankie is referred to as 'N8/LAC'.

When the data were collected in 2005, Frankie had been looked-after for between five and six years.

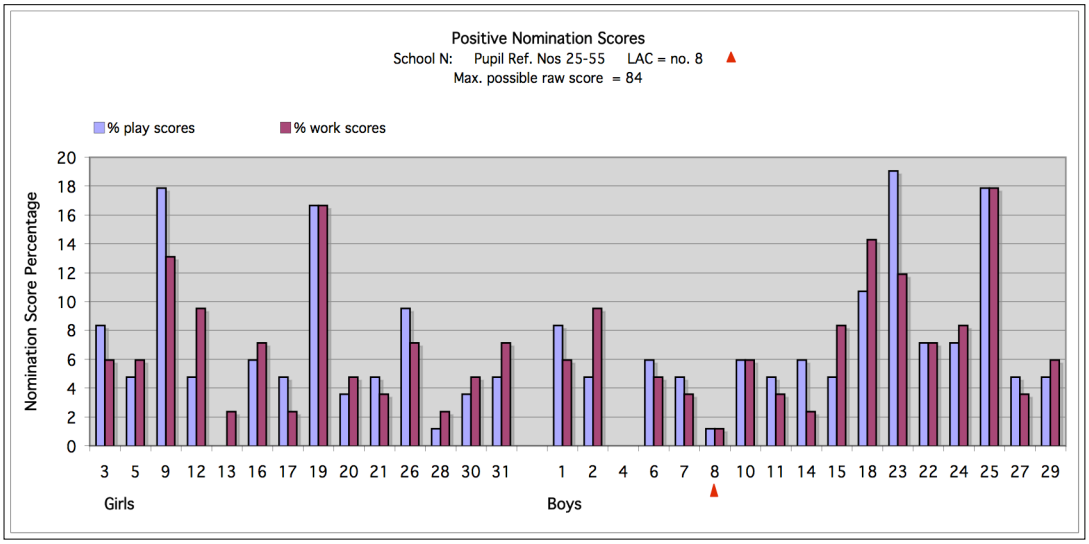
2. Social Perceptions in the Classroom

2.1 Sociometric Status

2.1.1 Findings: positive nominations and smiley-face rating scales

Frankie was one of four children in this class identified as possibly having low SMS in the positive nominations tests (*FIG. 5.2A*). He ranked joint 28th for play, scoring 5.4 below the class mean (M=3.4, SD=4.5). He was second lowest for work with a score 5.2 below the class mean (M=6.2, SD=3.7). Although he received one third-place nomination by the same boy in both settings, he did not reciprocate. These two boys did not sit at the same table, nor was Frankie on a table with any of his choices.

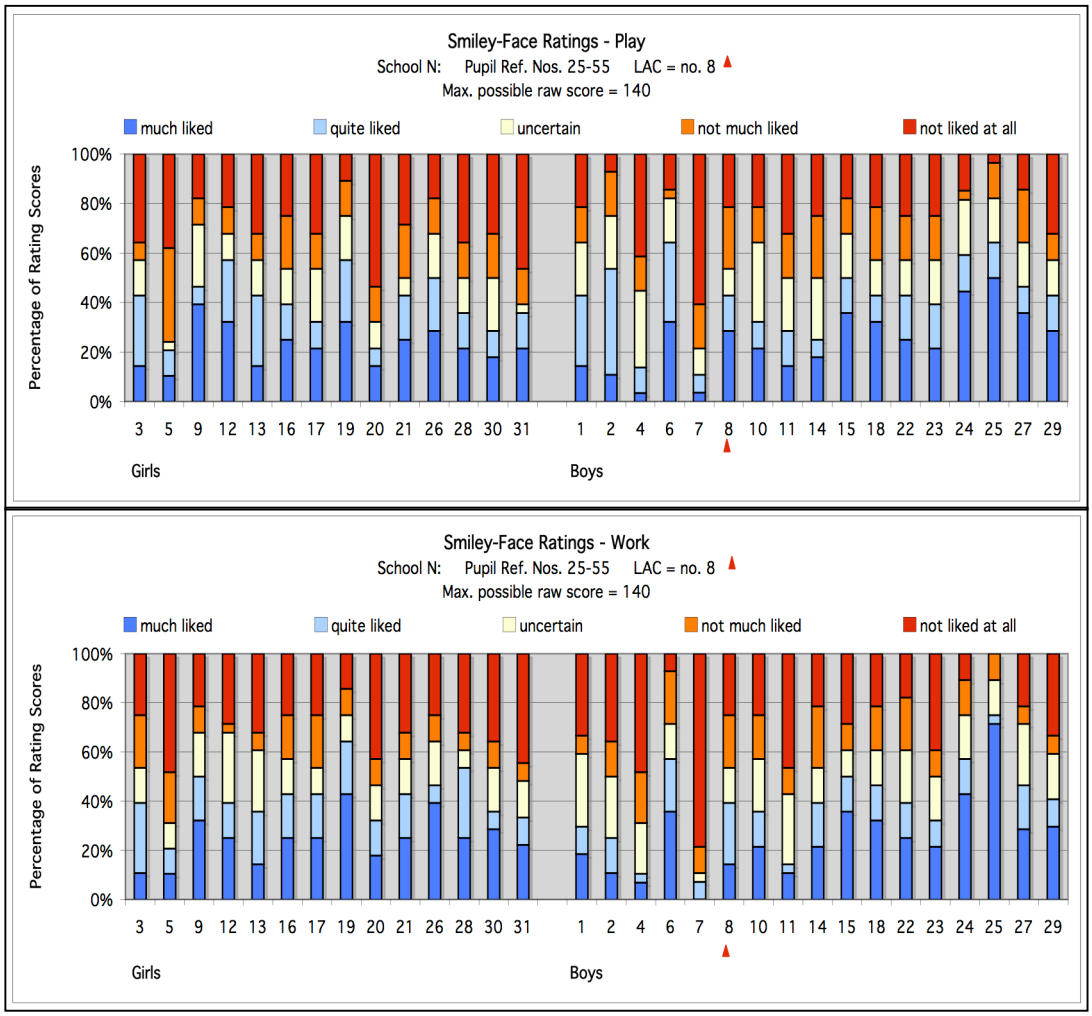
FIG. 5.2A *Case 2 - positive nomination results*



In the smiley-face ratings, Frankie ranked 12th in the class for play, and ranked eighth amongst the boys. For work, he ranked 19th in the class, and 11th amongst

the boys. Frankie tended to either 'like very much' or 'not like at all' in almost equal measure. He gave the top rating to an average of 12.5 children (41.6%) and the lowest rating to an average of 10 (33.3%), with few in the middle categories.

FIG. 5.2B Case 2 - distribution of ratings for play and work



The peer rating clarifies the status of the children who received a low number of nominations (*FIG. 5.2B*). Frankie had a rating score 3.4 below the class mean for play (M=88.4, SD=13.3). This may indicate 'average' SMS according to criteria used by Coie and Dodge (1983) (see *Appendix 4*). His rating score for work was 8.6 below the class mean (M=87.6, SD=15.2).

Frankie's rank within his class according to the SMS tests is shown in *Table 5.2a*.

Table 5.2a *Case 2 - sociometric status results*

girls boys LAC	Sociometric Status in Frankie's Class							
	Positive Nominations				Smiley-Face Ratings			
	Play		Work		Play		Work	
	rank	child	rank	child	rank	child	rank	child
Highest SMS One third of class	1	N23	1	N25	1	N25	1	N25
	2	N25	2	N19	2	N6	2	N19
	2	N9	3	N18	3	N24	3	N24
	4	N19	4	N9	4	N19	4	N6
	5	N18	5	N23	5	N9	5	N9
	6	N26	6	N2	6	N15	6	N27
	7	N1	6	N12	6	N12	6	N26
	7	N3	8	N15	8	N2	8	N15
	9	N22	8	N24	8	N27	8	N18
	9	N24	10	N22	10	N26	10	N22
Middle SMS One third of class	11	N6	10	N16	11	N18	10	N29
	11	N10	10	N26	12	N8	10	N28
	11	N14	10	N31	13	N1	13	N12
	11	N16	14	N1	13	N22	14	N16
	15	N2	14	N10	15	N10	15	N17
	15	N7	14	N29	15	N29	16	N14
	15	N11	14	N3	17	N23	16	N21
	15	N15	14	N5	17	N16	18	N10
	15	N27	19	N6	19	N21	19	N8
	15	N29	19	N20	20	N13	19	N1
	15	N5	19	N30	21	N3	19	N30
Lowest SMS One third of class	15	N12	22	N7	22	N17	22	N3
	15	N17	22	N11	23	N28	22	N13
	15	N21	22	N27	24	N14	24	N23
	15	N31	22	N21	25	N30	25	N20
	26	N20	26	N14	26	N11	26	N2
	26	N30	26	N13	27	N31	26	N31
	28	N8	26	N17	28	N4	28	N11
	28	N28	26	N28	29	N5	28	N5
	30	N4	30	N8	30	N20	30	N4
	30	N13	31	N4	31	N7	31	N7

2.1.2 Staff Consultation

The CT and TA thought Frankie's classmates generally liked to play with him (staff questionnaires). According to the CT, Frankie related "*quite well*" to his classmates, and was "*reasonably popular*". The CT believed he had one close friend and there were "*one or two other boys who he plays with*" (CT interview).

Although the TA was uncertain, the CT was of the opinion that, generally, his classmates liked to work with him. He worked "*quite well*" with the other children (CT interview).

2.1.3 SMS Summary

Frankie did not appear to have low SMS in either setting. He received one nomination each for play and work. These were both third-place nominations by the same boy, but they were not reciprocated. Frankie was possibly of 'average' SMS

for play, according to Coie and Dodge (ibid.) (*Appendix 4*), but the ratings were inconclusive for work. From his response to the B/G-STEEM question, and as the CT believed, Frankie did have a best friend. However, it is not known whether this person was a classmate, or whether it was reciprocal.

Both the CT and the TA thought Frankie mixed well with his classmates. No concerns about his peer relationships or social skills were voiced.

3. Social Perceptions of Self

3.1 Locus of Control Beliefs

3.1.1 Findings

According to PPNSIE (*Table 5.2b*), Frankie's had an external LCB score of 19, the highest in the class. This was 4.8 above the class mean (M=14.2, SD=1.9). However, the B/G-STEEM found him to have internal LCB tendencies. He scored 7 in this test, which was 1.41 above the class mean (M=5.6, SD=1.1).

Table 5.2b Case 2 – PPNSIE results

PPNSIE SCORES (max. possible score = 26)																									Key: girl boy LAC
																									towards externality ← mid-point → towards internality
19	18	18	18	16	16	16	16	16	15	15	15	15	15	15	14	14	14	14	14	14	14	13	12	12	11
N8	N3	N28	N30	N22	N24	N12	N20	N26	N2	N4	N11	N15	N25	N5	N1	N18	N27	N29	N9	N16	N19	N31	N23	N10	N21	N17

There were a number of contradictory responses to the questions. A possible explanation is that Frankie was confused by seemingly duplicate questions (see *Appendix 17*). Examining his responses to the LCB questions, using PPNSIE's three factors, may help to identify potential areas for modification –

Factor 1 - Making people and things do what you want them to do.

> Frankie appeared to have some learned helplessness beliefs. He believed he could do nothing to prevent other children hurting him, and he did not believe he could do anything to make people like him. If he did something wrong he felt there was nothing he could do to make amends. He also believed that wishing could make good things happen. More positively, Frankie believed that thinking about what he is going to do makes things turn out better, and that he can make his work better if he really tries.

Factor 2 - Persistence in obtaining goals and dealing with powerful others.

Frankie thought people would like him no matter how he behaved, but this could be linked to his belief that he could not make people like him, e.g. others would also dislike him no matter how he behaved. Perhaps related to this, was his belief that other children were stronger than him. Conversely, he believed that his behaviour affected whether or not his parents liked him.

Frankie felt that his parents should decide what he should do, but he did not feel that other people decide everything about his life. He thought he could get his own way at home, and that if he asked often enough, he would get what he wanted.

Frankie believed his teacher noticed when he worked hard. However, he thought it better to be lucky than to be clever.

Factor 3 - Relating to fate, luck and/or chance.

Frankie seemed to believe in luck. He had a lucky charm and a lucky number. He also believed that ability is innate.

There was a contradiction in Frankie's response to the question about being blamed for something that was not his fault. This question appears in both PPNSIE and B/G-STEEM.

3.1.2 Staff Consultation

The CT thought Frankie showed internality in his general behaviour and in his learning. The TA was uncertain because he had to be reminded to pay attention and because he was rather talkative. Although his chattering distracted his classmates, the TA did not consider him to be disruptive (staff questionnaires).

According to the CT, Frankie appeared to take responsibility for his behaviour. He knew and understood when he had done wrong, but his behaviour was reported to be generally good (CT interview).

The CT believed Frankie worked conscientiously. He was aware of the standards expected, and he knew when he fell short of those standards. He knew he had a problem with spelling (CT interview).

3.1.3 LCB Summary

The PPNSIE results indicate that Frankie had tendencies to external LCB, although B/G-STEEM found him to be internal. This discrepancy may be due to the relatively small number of LCB questions in the latter test (see Chapter 4).

As his responses to the education-related questions support the CT's opinion, Frankie appeared to have internal LCB in his general behaviour in school and in his learning (CT interview; staff questionnaire). The TA, however, was concerned about his talkativeness, particularly when the class was supposed to be working. She viewed this as a distraction for the other children (staff questionnaire), although it would also be a distraction for him. This may be why she was unsure whether he showed internality. The CT made no comment on this issue.

PPNSIE found Frankie to be external, and examining his responses, this would seem to have been the case. This finding may be because the types of questions in this test are multidimensional and not education or school-focused.

3.2 Self-Esteem

3.2.1 Findings

B/G-STEEM found Frankie to have 'normal' S-E on the day of the test (*Table 5.2c*). He scored 16, which was 0.6 below the class mean (M=16,6, SD=1.9).

Table 5.2c Case 2 - B/G-STEEM: S-E findings

B/G-STEEM	*The children's code numbers are shown in italics (LAC in red). School N.*				
	Very Low S-E	Low S-E	Normal S-E	High S-E	Very High S-E
Girls		*20*	*3, 5, 12, 16, 21, 26, 28, 31*	*9,*	*17, 19, 30*
Boys		*18*	*1, 4, 8, 24, 25, 27, 29*	*2, 11, 15, 23*	*10, 22*
Totals	**0**	**2**	**15**	**5**	**5**

Although the B/G-STEEM found Frankie's S-E to be 'normal', an examination of the S-E element of B/G-STEEM responses found one potential area where modification may have been beneficial. Not only did Frankie believe that he was not as clever as his classmates, but he believed his teacher was not pleased with his work.

Another possible concern was that Frankie said he would like to have been someone else, but only further investigation may have revealed what he meant by that.

3.2.2 Staff Consultation

Both the CT and TA believed that Frankie's S-E was high for play. The CT thought it was also true for work, but the TA was uncertain. Frankie appeared to be "*positive*" about numeracy because he was "*quite good at it*", according to the TA (staff questionnaires).

At the beginning of the school year the CT had been told that Frankie "*lacked a little in self-confidence*", but once settled, he was "*quite happy*". He had "*no issues of S-E*" (CT).

Frankie responded well to praise and "*likes to be told he's doing well, obviously*" (CT).

3.2.3 S-E Summary

The B/G-STEEM results for Frankie's S-E was normal for his age. The CT and TA generally felt that Frankie's S-E was not a cause for concern (CT interview; staff questionnaire).

A possible cause for concern, one which may impact on Frankie's education, was his belief that he was not as clever as his classmates, and that he believed his teacher was not pleased with his work.

4. Educational Attainments and School Attendance

4.1 Findings

Early Years Profile

The overall scores for this class ranged from 37 to 111 from a possible maximum total of 150 (SD=15.8). Frankie had the highest score by 22 points, 46.4 above the class mean (M=64.6). He had the highest score in each of the six sections (*Table 5.2d* overleaf).

Table 5.2d *Case 2 - EYP scores*

Case 2	Early Years Profile (EYP) scores						
girl boy LAC	personal & social development	language & literature development	maths	knowledge & understanding	physical development	creative development	Score
N8	30	31	15	15	10	10	111
N2	24	25	14	11	6	9	89
N25	24	18	12	10	7	8	79
N1	20	18	13	10	8	9	78
N15	20	18	13	12	7	7	77
N19	23	19	11	9	7	7	76
N9	24	14	11	11	8	7	75
N30	20	16	13	9	6	8	72
N3	20	16	15	6	7	7	71
N16	23	14	11	9	6	8	71
N12	18	16	12	9	6	9	70
N28	18	17	14	6	7	8	70
N26	23	16	10	8	5	7	69
N20	19	14	11	11	7	6	68
N27	19	16	9	10	6	6	66
N10	15	13	10	10	6	5	59
N18	14	15	11	7	6	5	58
N11	16	12	9	10	5	5	57
N29	16	15	7	7	6	6	57
N22	19	15	5	8	5	4	56
N4	17	10	7	10	6	5	55
N31	13	15	10	6	6	5	55
N23	13	13	9	6	7	6	54
N17	18	12	6	6	5	5	52
N7	14	11	10	7	3	5	50
N21	12	8	6	6	3	5	40
N5	13	9	5	4	3	4	38
N14	10	10	5	5	3	4	37
max. possible score	40	40	20	20	15	15	150

KS1 SATs

In this class, 29 children, including Frankie, attained the Government's expectation of Level 2 or above, for reading writing and mathematics (National Curriculum Online, undated). He attained Level 2c for reading and writing and Level 2a for mathematics (*Table 5.2e* overleaf).

The mean number of points for this group was 17.0. The lowest point score was 5.0 and the highest was 21.0 (M=17.0, SD=3.3). Frankie scored 14.3, and was one of five children scoring below the national average for all children in England, and for their gender. He scored 1.2 below the national average for all children and 0.7 below that for boys. Frankie ranked joint 27th in the class and was the second lowest among the boys.

Table 5.2e Case 2 - KS1 SAT Results

KS1 SAT Results 2004 – Frankie's Class (School N) *The children's code numbers are shown in italics (LAC in red).*						
	Reading		**Writing**		**Mathematics**	
Level	girls	boys	girls	boys	girls	boys
3	*9, 12, 19, 26, 28*	*2, 6, 7, 10, 15, 22*	*12, 16, 19, 26, 28, 31*	*2, 15, 22*	*26*	*1, 2, 7, 10, 15, 22, 24*
2a	*3, 13, 16, 30, 31*	*11, 18, 23, 29*	*3, 9, 13, 30*	*6, 10, 23, 24, 25*	*3, 9, 12, 13, 16, 19, 20, 28, 30*	*8, 6, 18, 23, 25, 27*
2b	*17, 20*	*1, 14, 24, 25, 27*	*20*	*1, 7, 11, 14, 18, 27, 29*	*5, 17, 21, 31*	*11, 14, 29*
2c	*5*	*8*	*5, 17*	*8*		
1	*21*	*4*	*21*			
w				*4*		*4*

QCA Y3

No point scores are available for these tests. The levels are not directly comparable to KS1 SAT levels, and, as they are not statutory, there are no national statistics.

Frankie appeared to have made some progress since the KS1 tests. Although his reading and writing levels seem to have remained within Level 2, improvements seem to have been made, particularly with reading, moving from Level 2c to 2a. In mathematics, he had progressed from to Level 2a to Level 3a.

QCA Y4 – not applicable.

School Attendance

In the year 2004/5, Frankie's attendance was 96.6% (*Table 5.2f*). This was 2.0% above the national average for primary schools, and 1.6% above the Countyshire average.

Table 5.2f Case 2 – class attendance

School Attendance Percentages – Frankie's Class (School N) 2004/5 National Average = 94.57% Countyshire Average = 95.00%												
Scores rounded to the nearest whole number						*The children's code numbers are shown in italics (LAC in red).*						
	100%	99%	98%	97%	96%	95%	94%	93%	92%	91%	90%	Below 90%
girls	*3, 21, 28*	*16, 30*	*13, 19*			*12*	*26*	*9*				*5, 20, 31*
boys	*10, 15, 22*	*2*	*11*	*8, 24, 27*	*6, 25*			*1, 17*		*18, 29*		*4, 14, 23*
Totals	**6**	**3**	**3**	**3**	**2**	**1**	**1**	**1**	**0**	**2**	**0**	**6**

4.2 Staff Consultation and School Data: Educational Concerns

Spelling was the main concern. Frankie was on the SEN register at 'school action plus' for spelling. This was following an assessment by LBSS. The concerns stated on his PEP were for spelling. Despite individual help, including six weeks of LACET support, little progress had been made, and "*it still lags behind the rest of his work*" (CT interview). The support Frankie received from LACET, for spelling, was withdrawn in October 2004.

The PEP also mentioned that Frankie sometimes lacked concentration. The TA was concerned about Frankie's attention difficulties and his tendency to disturb others by talking. The TA did not think he was a "*high flier*" (staff questionnaires).

Frankie had a good relationship with the school staff. He was a "*cheerful, "lively young man*" who is "*quite happy*" to chat to the CT. "*He's no different to the majority of the class... If you hadn't told me he was looked-after, I wouldn't have known*" (CT interview). Frankie himself, said he was happy at school (PEP). He enjoyed P.E. and mathematics, but was not involved in any school clubs (PEP).

4.3 Educational Attainments and School Attendance Summary

The CT's main educational concern was Frankie's spelling, which despite much input did not appear to have improved (CT interview, PEP, IEP).

Although Frankie's attainment in the KS1 SATs matched Government expectations, he did not seem to have made as much progress as might be expected from the relatively high score he achieved in the EYP. This was significantly the highest in the class overall, and the highest in all areas. Whilst he achieved Level 2a in mathematics, along with the majority of his class, he only achieved Level 2c in reading and writing, and only two children scored less.

Examining attainments in the QCA Y3 test, and comparing them with the KS1 SAT results, it appears that Frankie had made some progress, particularly in reading. Writing seemed to be his weakest area and may be due to spelling difficulties.

Frankie's school attendance was above average. No concerns were voiced over his attendance.

5. Discussion and Conclusion

Within this class, Frankie did not appear to have particularly low SMS, and may have been of 'average' SMS for play. Although he received no reciprocal nominations, there are no concerns about his social skills or his peer relationships. However, there may be some issues about his somewhat fatalistic beliefs, such as believing he could do nothing to prevent other children hurting him, and that he is not able to make people like him. These may be related to LH.

At the time of testing, the indications were that Frankie's LCB tended towards the external, although this was not evident in his behaviour at school. The examination of his responses to PPNSIE and B/G-STEEM, indicate that although there were some contradictions in his responses, there were areas which may have benefited from some intervention, in particular his beliefs about not being able to influence his peers, and feeling unable to right any wrong he may have done. In addition, with regard to motivation and educational achievement, his apparent belief that ability is fixed, i.e. that it is innate, could be an issue (Nolen-Hoeksema, 1986). Children need to understand that ability is not stable and that it can be influenced by effort (Dweck, 2000; Alderman, 2004).

Frankie's S-E appeared to be 'normal' at the time of testing. However, his responses to the education-related questions show he may have benefited from some work to address his belief that he was not as clever as his classmates.

Frankie did not present any behavioural problems at school, there were no concerns about school attendance, and he appeared to be happy. The only educational concern seemed to be his spelling. The school test results indicate he was achieving in line with Government expectations, and was making progress. However, the EYP scores to raise the question of whether he was achieving to the best of his ability. It may be that there is a problem with the compatibility of the formal assessments, or it may have been that Frankie was beginning to 'underachieve'.

It appears that Frankie's emotional well-being was relatively good. There is nothing in the findings of this study that suggest otherwise. However, had the CT not been so reticent in the interview, and had the Headteacher (there was no DT) and SENCo responded to the questionnaire, further valuable and illuminating insights may have been provided. Frankie is a LAC separated from his birth family, and because of this

his LCB and LH tendencies mentioned above, it is possible that, in an attempt to cope alone, he had learned to "*give up, to suppress or no longer express* [his] *needs*" (Bombèr, 2007, p.24). Frankie may have appeared compliant. He may have tried to please, and been reluctant to ask for help. Such children are often overlooked because they have a low profile in the classroom (Schofield & Beek, 2006), and this is a possible reason for the CT's reticence. Nevertheless, in attachment terms, 'avoidant' children with these behaviour characteristics, may have high levels of anxiety and stress, which they are trying to control, and so their difficulties become internalized (Bombèr, op.cit.). This would require further investigation.

6. Hypotheses generation: one potentially modifiable SL issue

In this specific classroom context, in terms of SMS, LCB and S-E, Frankie's LCB and S-E are associated with his educational achievement.

Case 3 – Stevie's Story

1. Administrative and Biographical Information

Stevie was one of 25 children in this Y5/6 class where 16 were Y6 (9 girls, 7 boys) and 9 were Y5 (4 girls, 5 boys). In tables and graphs, Stevie is referred to as 'OA18/LAC'. At the time of testing, the children in this Y5/6 class were seated in mixed groups determined by the children themselves.

When the data were collected in 2005, Stevie had been looked-after for between four and five years. Stevie is the elder brother of Sam (Case 4).

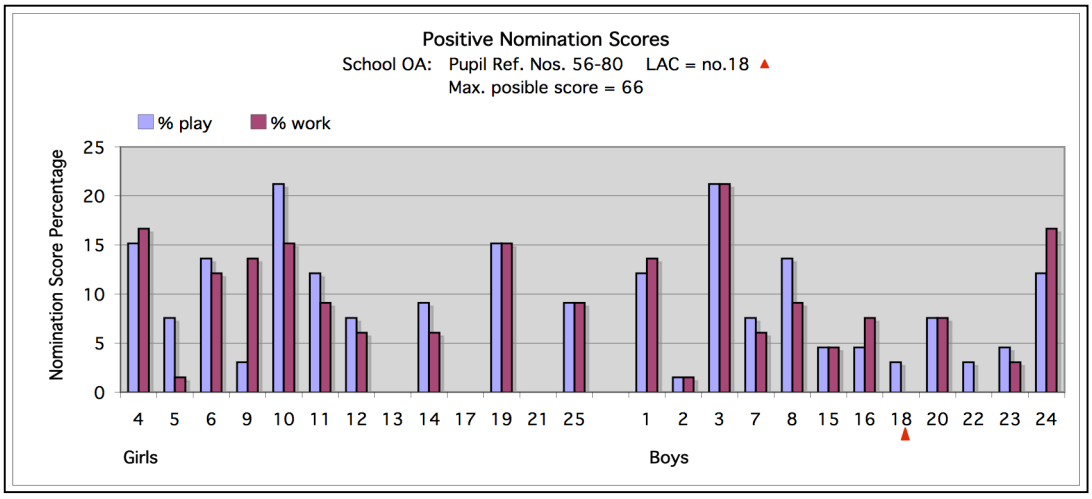
2. Social Perceptions in the Classroom

2.1 Sociometric Status

2.1.1 Findings: positive nominations and smiley-face rating scales

Stevie was one of five children in this class identified in the positive nominations tests as possibly having low SMS (*FIG. 5.3A*). Although he received no nominations for work, he did receive one second-place nomination for play, which he reciprocated. He ranked joint 19th for play, scoring 4.3 below the class mean (M=6.3, SD=4.1). He was joint-lowest for work with a score 5.9 below the class mean (M=5.9, SD=4.2). Stevie was sitting at a table with all his choices.

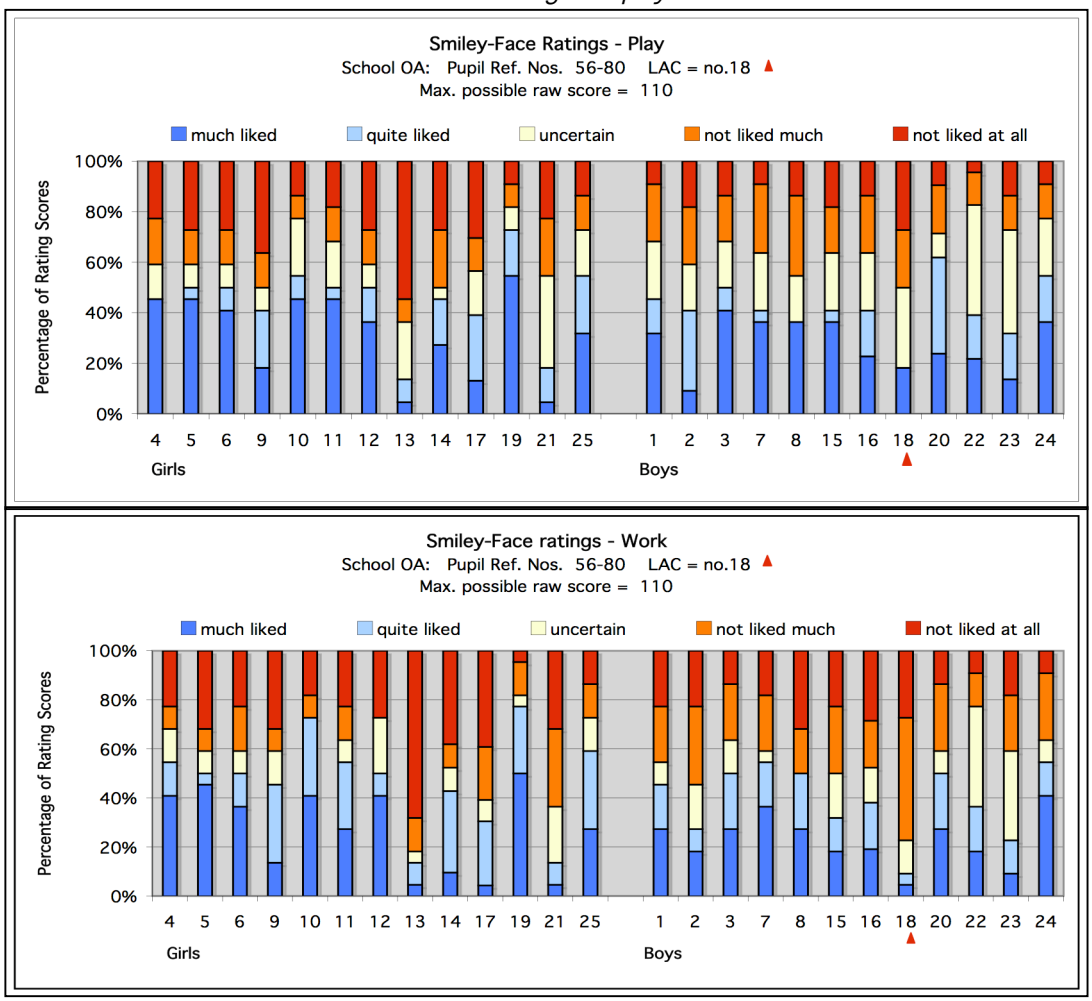
FIG. 5.3A *Case 3 - positive nomination results*



In the smiley-face ratings (*FIG. 5.3B* overleaf), Stevie (OA18/LAC) was the most disliked boy for play, with 11 children (50.0%) giving him the two lowest ratings.

He was also the most disliked boy for work, with 17 children (77.3%) giving him the two lowest ratings. In the class, he ranked third lowest for play and second lowest for work. Amongst the boys, Stevie ranked the lowest in both settings. Despite this, he is not considered to have a particularly low SMS according to Coie *at al.* (1982) (*Appendix 4*). Stevie tended to either 'like very much' or 'not like at all' in almost equal measure, giving few middle category ratings.

FIG. 5.3B *Case 3 - distribution of ratings for play and work*



The peer rating clarifies the status of five children who received a low number of nominations (*FIG. 5.3B*). Stevie had rating scores 22.3 below the class mean for play (M=79.3, SD=9.1), and 28.7 below the class mean for work (M=74.9, SD=12.1). This may indicate low SMS.

Stevie's rank within his class according to the SMS tests is shown in *Table 5.3a*.

Table 5.3a *Case 3 - sociometric status results*

girls boys LAC	Sociometric Status in Stevie's Class							
	Positive Nominations				Smiley-Face Ratings			
	Play		Work		Play		Work	
	rank	child	rank	child	rank	child	rank	child
Highest SMS One third of class	1	OA3	1	OA3	1	OA19	1	OA19
	1	OA10	2	OA24	2	OA10	2	OA10
	3	OA4	2	OA4	3	OA24	3	OA24
	3	OA19	4	OA10	4	OA22	4	OA22
	5	OA8	4	OA19	5	OA3	4	OA25
	5	OA6	6	OA1	5	OA11	6	OA4
	7	OA1	6	OA9	5	OA25	7	OA12
	7	OA24	8	OA6	8	OA1	8	OA7
Middle SMS One third of class	7	OA11	9	OA8	9	OA7	9	OA3
	10	OA14	9	OA11	9	OA20	10	OA20
	10	OA25	9	OA25	11	OA4	10	OA5
	12	OA7	12	OA16	11	OA5	10	OA6
	12	OA20	12	OA20	13	OA15	10	OA11
	12	OA5	14	OA7	13	OA6	14	OA1
	12	OA12	14	OA12	15	OA12	15	OA8
	16	OA15	14	OA14	16	OA8	16	OA15
	16	OA16	17	OA15	16	OA16	17	OA23
Lowest SMS One third of class	16	OA23	18	OA23	18	OA23	18	OA2
	19	OA18	19	OA2	19	OA14	18	OA16
	19	OA22	19	OA5	20	OA2	20	OA14
	19	OA9	21	OA18	20	OA17	21	OA17
	22	OA2	21	OA22	22	OA9	22	OA9
	23	OA13	21	OA13	23	OA18	23	OA21
	23	OA17	21	OA17	24	OA21	24	OA18
	23	OA21	21	OA21	25	OA13	25	OA13

2.1.2 Staff Consultation

Although the CT believed Stevie's classmates generally liked to play with him, the TA and DT/SENCo were uncertain (the Headteacher was both DT and SENCo). The CT and TA did not think his classmates liked to work with him, but the DT/SENCo was uncertain (Staff Questionnaires).

In the interview, the CT thought that Stevie "*gets on fairly well*" with his classmates at playtime. He was in trouble occasionally, when he did not play fair, but those times were becoming fewer. He liked playing football and the other children seemed "*quite happy for him to play, except ... when he's having a bad day*" (CT).

The CT identified two problems regarding peer relationships in the classroom. The first was that Stevie's "*level of attainment is much, much lower than virtually everybody in the class*" (CT), so the relationships between him and his classmates were not easy to describe. Usually, the CT supported Stevie and two other children. If he worked with other children, they would support him to the detriment

of their own work, so this did not happen very often, "*people don't want to work with him in class*" (CT interview). In this generally "*very bright*" mixed-age class, Stevie was one of the youngest and there was a "*big, big gap between his ability and what the vast majority of the other children can do*". Both Stevie and the rest of the class recognised this (CT interview).

The second problem was that Stevie could be disruptive when not closely supervised (CT interview).

2.1.3 SMS Summary

Stevie appeared to have peer relationships problems. His SMS was third lowest for play and second lowest for work. However, he did seem to have a particular friend for play, which is supported by his response in the B/G-STEEM. The CT, who did not identify him as one of the least popular children, made no mention of a friend. One PEP, (Y4, undated), noted that he had difficulties maintaining friendships with boys.

On the playground, Stevie played football with a group of children and generally seemed to be accepted by them. However, when he had a "*bad day*" they were likely to reject him (CT interview). His rating profile for play suggests that his SMS was not particularly low (*Appendix 4*).

In the classroom, where Stevie's ability was reported as being much below that of his peers, there seemed to be a particular difficulty. The children did not like to work with him. This could be because their work suffered due to the amount of help they needed to give him, and he could be disruptive even when they are not working with him (CT interview). His rating profile for work suggests that his SMS may be 'rejected' according to the descriptors in *Appendix 4*.

Poor social skills, particularly sharing and untrustworthiness, were mentioned in the PEPs. Although part of the 'long term plans', these did not appear to have been addressed through the IEPs.

3. Social Perceptions of Self

3.1 Locus of Control Beliefs

3.1.1 Findings

According to PPNSIE (*Table 5.3b*), Stevie had an external LCB score of 18, the highest in the class. This was 5.2 above the class mean (M=12.8, SD=2.4). The

However, B/G-STEEM found he had 'normal' LCB tendencies. He scored 5 in this test, which was 0.3 below the class mean (M=5.3, SD=1.0).

Table 5.3b Case 3 – PPNSIE results

PPNSIE SCORES (max. possible score = 26)																					Key: girl boy LAC
towards externality ←								mid-point						→ towards internality									
18	16	16	15	15	15	15	14	13	13	13	13	13	13	12	12	12	12	11	10	10	9	9	9
OA18	OA23	OA19	OA2	OA4	OA6	OA21	OA12	OA1	OA15	OA24	OA10	OA14	OA17	OA8	OA20	OA22*	OA5	OA11	OA3	OA16	OA7	OA9	OA13

** Boy 22 is autistic.*

Examining Stevie's responses to the LCB questions, using PPNSIE's three factors, may help to identify potential areas for modification –

Factor 1 - Making people and things do what you want them to do.

Stevie was sure he could make other children like him, and that he could stop them from hurting him. He also believed that when he did something wrong there was little he could do to make amends. He did not believe that thinking about what he is going to do makes them turn out better, and he thought that wishing could make good things happen.

Factor 2 - Persistence in obtaining goals and dealing with powerful others.

Stevie gave external responses to seven out of eight of these questions.

Stevie thought his parents should decide what he ought to do. He believed his behaviour affects whether or not his parents like him, but he also thought that people in general, would like him no matter how he behaved. This appears somewhat contradictory. It was not possible to find out whether Stevie considered the 'mummy and daddy' in the questions to refer to his birth parents or his foster carers, or whether he thought of it as a generic term.

Even if he asked often enough, Stevie did not think he would get what he wanted, nor did he believe he could get his own way at home very often. Also, he did not believe he could make his friends do what he wanted, and felt that his peers were stronger than him.

Stevie thought it better to be lucky than to be clever. This may be because he was aware that most of his classmates were cleverer than him, so from his point of view, it may be better to be lucky.

Factor 3 - Relating to fate, luck and/or chance.

Stevie gave external responses to all these questions.

Stevie had a lucky charm and a lucky number. He believed that some children were born good at running races, and he considered himself to be a good runner.

Stevie believed he was often blamed for things that were not his fault, but also that when people were mean to him, or when another child hit him, there was usually a reason, and generally it was because of something he had done.

3.1.2 Staff Consultation

The CT (first questionnaire) and the DT/SENCo were uncertain whether Stevie showed internality in his general behaviour or in his learning. The CT (second questionnaire) and the TA thought he did not (staff questionnaire).

In the interview, the CT believed that Stevie knew what standards of behaviour were expected in the classroom, and understood the reward and sanction system. Sometimes he lost 'golden time', but he "*tries really hard*" to behave well (CT interview).

Stevie's emotional difficulties affected his mood and consequently his behaviour,

> "*'Stevie' is a very up-down character. He can come in and have three or four really good days. He's come back from half term and he's been fine, his behaviour's been good, his work effort has been good, and then, for no apparent reason, in school, he'll come in and he just is not in the mood to work, and he's not in the mood to cooperate, and he's ... not in the mood to behave well. And although he knows what will happen, he almost can't stop himself ... it's almost like it's beyond his control"* (CT interview).

Although he perhaps "*finds behaviour more difficult than the other children*" the CT was of the opinion that he did take responsibility for his own behaviour most of the time.

Despite having received considerable support with his work over the years, the CT thought Stevie did take responsibility for his learning. He was being encouraged to work more independently, but it was a "*slow process*" (CT interview). He did find schoolwork difficult, particularly the "*recording of his ideas*". Sometimes there was a "*little bit of laziness*" too, and he lacked self-confidence (CT interview).

3.1.3 LCB Summary

The PPNSIE results indicate that Stevie had external LCB tendencies. He was the most external child in the class. In contrast, B/G-STEEM found him to have 'normal' LCB.

In the school-based questions, Stevie believed his teacher noticed when he worked hard, but he did not think it important to try to make the teacher like him. He felt he could not make his work better even if he really tried, although he did feel it was worth trying to win a game.

PPNSIE found Stevie to be external, and examining his responses, this would seem to be the case. Many of his beliefs could be linked to low S-E, low self-confidence, and possibly LH.

3.2 Self-Esteem

3.2.1 Findings

B/G-STEEM found Stevie to have 'very low' S-E on the day of the test (*Table 5.3c*). He scored 9, which was 6.9 below the class mean (M=15.9, SD=2.2).

Table 5.3c Case 3 - B/G-STEEM: S-E findings

B/G-STEEM	*The children's code numbers are shown in italics (LAC in red). School OA.*				
	Very Low S-E	Low S-E	Normal S-E	High S-E	Very High S-E
Girls			*5, 17, 21, 4, 13, 19, 6, 10, 11, 12*	*9, 14*	
Boys	*18*	*1, 23*	*2, 7, 15, 16, 20*	*3, 8, 22*	*24*
Totals	**1**	**2**	**15**	**5**	**1**

There were some contradictory responses. Stevie did not think he needed a lot of help, and he did not find 'sums' hard, yet he did not believe he was as clever as his classmates. He did not think he was good at reading, or that his schoolwork was good, and he did not think his teacher was pleased with his work.

3.2.2 Staff Consultation

The CT and TA agreed that Stevie's S-E was not high for play or work. The DT/SENCo was uncertain (Staff Questionnaires).

In the interview, the CT believed Stevie's S-E to be generally "*quite low*". He was aware that the other children did not want to work with him, and he was aware of

his low ability. He was "*aware that the other children* [became] *very frustrated with him*" (CT interview). Because he went to the Y3/4 class for numeracy lessons, he was also likely to be aware that his younger brother (Sam, Case 4) was better than him at numeracy.

Stevie's S-E was high with things he was good at, e.g. P.E. – ball skills, gymnastics, and dance in particular (CT interview).

3.2.3 S-E Summary

The CT and TA thought Stevie's S-E was low. This is supported by the B/G-STEEM results, which found it to be 'very low'. The negative beliefs Stevie had about his ability and his classmates may affect his attainment and his emotional well-being.

4. Educational Attainments and School Attendance

4.1 Findings

Early Years Profile

As data were only available for Stevie, a comparison with his classmates was not possible. Stevie achieved a total score of 25.3%, and scored below 33.0% in all six sections (*Table 5.3d*).

Table 5.3d Case 3 – EYP scores

Case 3	Early Years Profile (EYP) scores						
girl boy LAC	personal & social development	language & literature development	maths	knowledge & understanding	physical development	creative development	Score
OA18	13	11	4	2	4	4	**38**
max. possible score	40	40	20	20	15	15	150

KS1 SATs

Data were only available for six of the nine Y5 children. Three children attained the Government's expectation of Level 2 or above, for reading, writing and mathematics (National Curriculum Online, undated). Only Stevie and one other boy in this class failed to attain Level 1 in the three assessment areas (*Table 5.3e*). They each scored only 3.0 points, 12.6 below the national average for all children, and 12.1 below the national average for boys. The lowest point score for this group was 3.0 and the highest was 21.0 (M=11.9, SD=7.3).

Table 5.3e Case 3 - KS1 SAT results

KS1 SAT Results 2002 – Stevie's Class (School OA) *The children's code numbers are shown in italics (LAC in red).*						
	reading		**writing**		**maths**	
Level	girls	boys	girls	boys	girls	boys
3		*24*		*24*		*24*
2a						
2b	*25*	*20, 23*	*25*	*20, 23*		*20, 23*
2c					*25*	
1						
w		*18, 22**		*18, 22**		*18, 22**

** Boy 22 is autistic.*

QCA Y3

No point scores are available for these tests. The levels are not directly comparable to KS1 SAT levels, and, as they are not statutory, there are no national statistics.

Data were only available for Stevie and four un-named children, making comparisons virtually impossible. Stevie attained Level 1 in reading and mathematics. No level was recorded for Stevie's writing. His classmates scored between Level 2b and 3a.

QCA Y4

No point scores are available for these tests. The levels are not directly comparable to KS1 SAT levels, and, as they are not statutory, there are no national statistics.

Data were only available for Stevie and four un-named children, making comparisons virtually impossible. Stevie attained Level 2c in the KS1 reading test, and Level 2a in the KS1 mathematics test. No level was recorded for Stevie's writing. His classmates scored between Level 3c and 4 in the Y4 assessments.

School Attendance

Data were only available for the LAC and eight un-named children.

In the year 2004/5, Stevie's attendance was 96.5%. This was 1.9% above the national average for primary schools, and 1.5% above the Countyshire average.

4.2 Staff Consultation and School Data: Educational Concerns

The concerns stated on Stevie's PEPs were for social skills, language, behaviour, untrustworthiness, self-esteem, and literacy and mathematics. One PEP (Y4, undated) noted that the SEN statementing process was to be initiated.

Stevie was on the SEN register at 'school action plus'. The IEPs list difficulties with mathematics, reading, writing, spelling, speech, self-esteem, self-confidence and emotional problems. Stevie had been referred to LACET and had received support in the past, but not in the current year (CT interview). The CT's biggest concern was Stevie's low ability and low attainment. The tests he took in the current year were for Y3. Although the CT was sure that he was beginning to improve in literacy, the "*assessments show no progress*" (CT interview). The progress he made was in very small steps. He responded well to praise when it was very specific.

Stevie worked with the Y3/4 class for numeracy. Stevie's numeracy teacher (CT of Stevie's younger brother, Case 4, and Stevie's previous CT) made the following comments:

> *"I do think there is a difference between the two children, considering they're brothers and there's not that much difference in ages. I don't know, maybe it is just because he is in fact one year older and he's seen more. He seems to be that little bit harder than 'Sam', like a bit more streetwise ... he has to look after himself ... 'Stevie', he's a little bit colder".*
>
> *"'Stevie' has significantly more emotional issues" than 'Sam' ... 'Stevie' doesn't seem so confident about himself. I don't know. No, I just think there's more issues there with 'Stevie', maybe he's seen more and heard more, experienced more when he was with his mum than 'Sam' did.*

Stevie's speech was another major concern. He did not speak very clearly and the CT often had to ask him to repeat himself - he knew the CT had "*difficulty understanding what he's saying ... the children understand him better*". He also had difficulties with receiving and processing language. He had received speech and language therapy, and was due for more (CT interview). The DT/SENCo was particularly concerned about Stevie's 3.5-year language delay.

The DT/SENCo noted that Stevie's emotional problems "*take up significant amounts of my time*" (Staff Questionnaire). Stevie had issues with his younger

brother, both at home and at school (CT interview). The younger brother appeared to have been favoured by the foster carers. On occasions, the foster carers would tell the CT about Stevie's problems in front of him, which the CT felt was not appropriate. It had been reported that Stevie had toilet-related problems at home, but these were not apparent at school (CT interview).

Stevie had received music therapy in school for one year from January 2004 to January 2005. Although he enjoyed the sessions, the CT was sceptical about the difference it made to his S-E.

Stevie was a child with "*a history of not liking school*" (CT interview). However, according to the PEP, he said he was 'happy' at school, although this could have been what he believed to be a socially desirable response. He enjoyed playing football and hockey, and was a member of the school football club.

4.3 Educational Attainments and School Attendance Summary

The CT's main concern appeared to have been Stevie's low ability and low attainment (CT interview). These seem to have been across the academic curriculum but may have centered on deficiencies in language and literacy skills (PEP, IEP).

The EYP showed a poor start to school life in all areas. Stevie did not achieve Government expectations in the KS1 SATs. Although some progress has been made, he would be unlikely to reach the expectations in the KS2 SATs. He was gradually falling further and further behind his classmates.

Whether or not Stevie liked school is unclear, but the CT thought not. Nevertheless, he did take part in extra-curricula activities, and school attendance was not an issue.

5. Discussion and Conclusion

Within this class, Stevie did not appear to have particularly low SMS even though he ranked in the lower third of the class in both settings. Whilst this did not seem to be too much of a problem for him for play, because he believed he had a best friend and that his classmates liked to play with him, it could have been a problem for work. It was likely to have affected his S-E, and may have affected his work (Baumeister *et al.*, 2005). His PEPs and IEPs also alluded to poorly developed social

skills, and it had been noted that he had difficulty maintaining friendships with boys. As social difficulties tend to be persistent, intervention programmes are particularly important (Coie & Dodge, 1983), he may have benefited from more social skills training.

There appear to be some possible indications of potential 'rejected' SMS according to the descriptions by Coie *et al*. (op.cit.). According to Coie and Dodge (op.cit.), it is quite rare for primary school children not to be nominated, or not to have at least one 'like most' rating, which would seem to imply it is also true for those with 'rejected' SMS. More importantly, as far as rejection is concerned, Stevie needed a considerable amount of help with his work, and could be disruptive if it was not forthcoming. He was reported to have poor social skills, and the CT thought he was untrustworthy. On the playground he did not always play fair, and if he had a 'bad day', his classmates avoided him. However, he was not reported as being aggressive.

At the time of testing, the indications from PPNSIE were that Stevie's LCB tended to be external. His behaviour was reported as tending towards the internal (CT, TA), although he had emotional difficulties that were reported as particularly problematic following contact with his birth parents. This affected him in such a way that he became moody, uncooperative, unwilling to behave, and unwilling to learn, as the CT said, "[he] *can't stop himself ... it's almost like it's beyond his control"* (CT interview). This would seem to support research suggesting a strong association between learning and emotions and feelings, and the negative effect of anxiety and worry on information processing and motivation (Cooper & Tiknaz, 2007). If Stevie is at risk of low SMS, this could have a negative affect on his S-E, which may lead to a diminished sense of self-efficacy, and impair self-regulation (Baumeister *et al.*, op.cit.).

Although the CT thought Stevie did take responsibility for his own learning, further remarks indicate that most of the time he was not able to work independently. His responses to the tests reveal that he tended to be external with regard to learning, e.g. he did not believe he could improve his work even if he really tried, that it is not important for the teacher to like you, that he is not as clever as other children, and that it is better to be lucky than to be clever.

Stevie's beliefs about persistence in obtaining goals, and those relating to fate and luck, would have been potential areas for modification that may have benefited his

educational attainment. However, the effect it may have on his academic achievement is probably limited by his abilities.

Stevie seemed to have problems with S-E that needed to be addressed. The music therapy may have helped to improve matters, but the CT saw little evidence of this in the classroom, and the B/G-STEEM, administered after the sessions had ceased, still found him to have 'very low' S-E. This could be caused, at least in part, by a realistic view of his capabities, or because of a sense of insecurity (Baumeister *et al.*, 2003), or even both of these. Whatever the origins, it is likely to lead to negative attitudes in other areas (Baumeister *et al.*, ibid.), and negative self-appraisals have been adversely associated with emotional well-being (Emler, 2001; Rudolph *et al.*, 2005).

Although poor social skills, low S-E and emotional difficulties were recognised in the school documentation, little appears to have been done in school to address these problems, except for music therapy. The interventions seem to have been concentrated on Stevie's low academic attainment.

Delays in speech and language development are an area for particular concern. Stevie's educational attainments in reading, writing and mathematics, were well below the majority of his classmates, and the national average, and the gap appeared to be widening. P.E. was the only subject in which Stevie seemed to do relatively well. His EYP shows that he had deficiencies in all areas, and these were reflected in subsequent school tests. Although he had made some progress, it was in such small steps that it was barely evident. Stevie's case would seem to support research which has found that, as well as providing difficulties accessing the curriculum, language delays not only to affect literacy, but also negatively affect social competence, mental health and academic achievement (Stock & Fisher, 2006).

There were no concerns about Stevie's school attendance.

6. Hypotheses generation: one potentially modifiable SL issue

In this specific classroom context, in terms of SMS, LC and S-E, Stevie's emotional well-being is associated with his LCB, S-E, behaviour and learning.

Case 4 – Sam's Story

1. Administrative and Biographical Information

Sam was one of 26 children in this Y3/4 class where 11 were Y4 (5 girls, 6 boys) and 15 were Y3 (9 girls, 6 boys). In tables and graphs, Sam is referred to as 'OB22/LAC'. At the time of testing, the children in this class were seated in ability groups determined by the teacher.

When the data were collected in 2005, Sam had been looked-after for between three and four years. Sam is the younger brother of Stevie (Case 3).

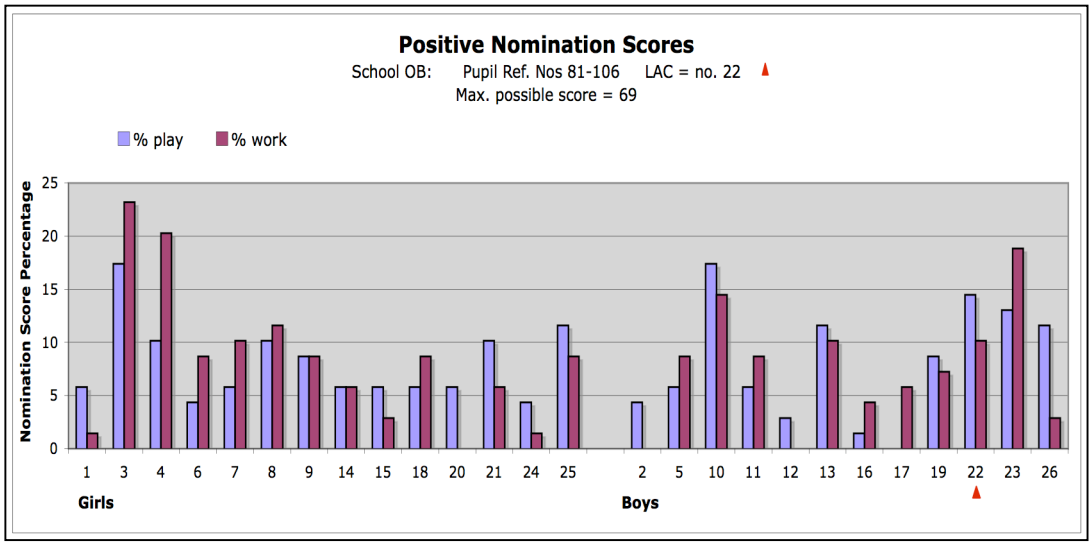
2. Social Perceptions in the Classroom

2.1 Sociometric Status

2.1.1 Findings: positive nominations and smiley-face rating scales

Sam was the second most popular boy in the play nominations (*FIG. 5.4A*), scoring 3.7 above the class mean (M=6.3, SD=3.1). He was joint third most popular boy in the work nominations, with a score 0.7 above the class mean (M=6.3, SD=4.2). Sam received seven play nominations, two of which were reciprocal making him one of a triad with the most popular boy for play. He received four unreciprocated work nominations. Sam's choices were the same in each setting. On the day of the tests, he was sitting at a table with two of his choices.

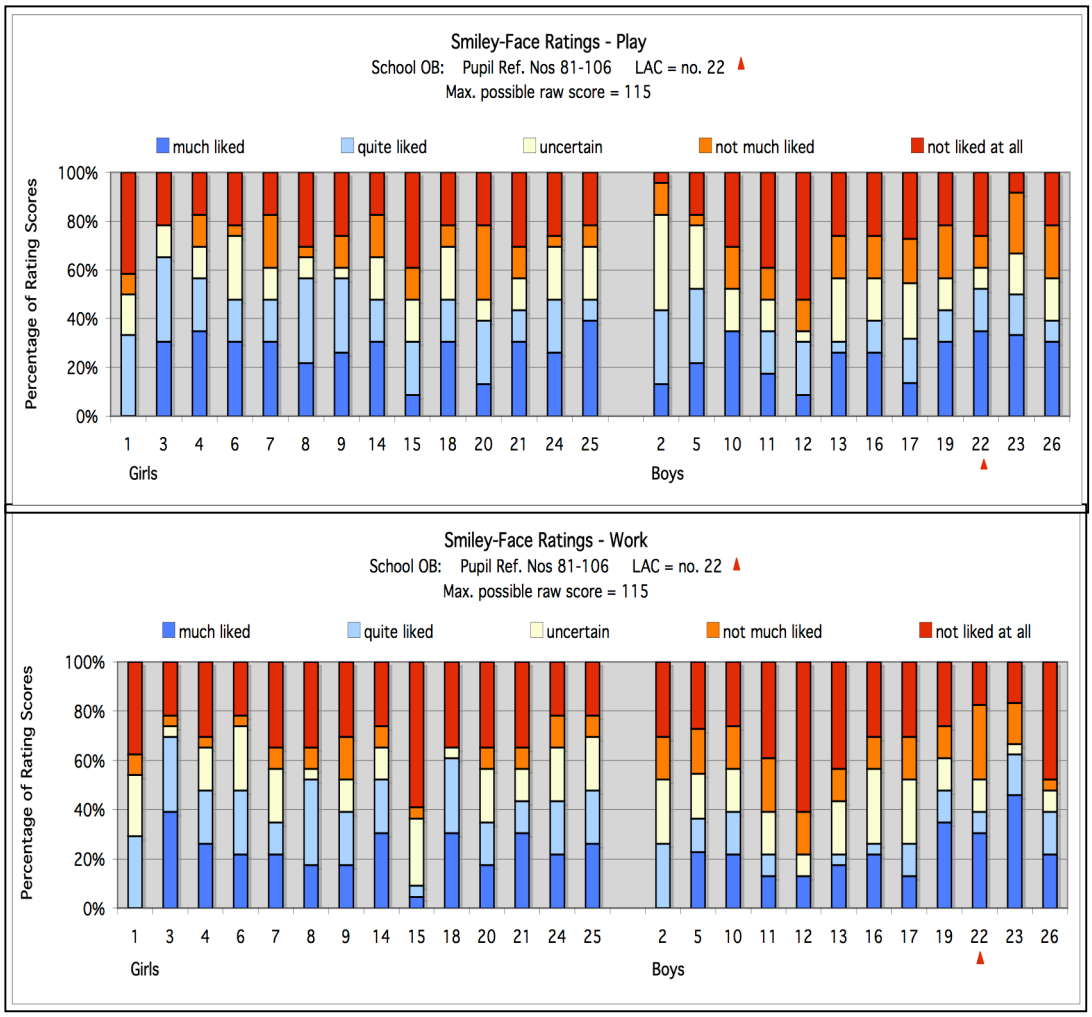
FIG. 5.4A *Case 4 - positive nomination results*



In the smiley-face ratings (*FIG.5.4B*), Sam ranked joint tenth for play, scoring 5.4 below the class mean (M=79.4, SD=7.9), and was fourth amongst the boys. He received the two top ratings from 12 children (52.2%). According to Coie and Dodge (1983), his SMS may be 'average' for play (*Appendix 4*).

Sam also ranked tenth for work, scoring 3.87 below the class mean (M=73.9, SD=10.3), and was third amongst the boys. He received the two top ratings from nine children (39.1%). His SMS for work is 'popular' (Coie *et al.*, 1982; Coie & Dodge, op.cit.).

FIG. 5.4B *Case 4 - distribution of ratings for play and work*



Sam rated his classmates at either end of the scale in almost equal measure. Generally, he gave the lowest rating to girls and the highest to boys.

Sam's rank within his class according to the SMS tests is shown in *Table 5.4a*.

Table 5.4a *Case 4 - sociometric status results*

girls boys LAC	Sociometric Status in Sam's Class							
	Positive Nominations				Smiley-Face Ratings			
	Play		Work		Play		Work	
	rank	child	rank	child	rank	child	rank	child
Highest SMS One third of class	1	OB10	1	OB3	1	OB23	1	OB23
	1	OB3	2	OB4	2	OB3	2	OB3
	3	OB22	3	OB23	3	OB4	3	OB6
	4	OB23	4	OB10	4	OB2	3	OB14
	5	OB13	5	OB8	4	OB5	3	OB18
	5	OB26	6	OB22	4	OB25	3	OB25
	5	OB25	6	OB13	7	OB6	7	OB19
	8	OB4	6	OB7	8	OB14	8	OB4
Middle SMS One third of class	8	OB8	9	OB5	8	OB18	8	OB24
	8	OB21	9	OB11	10	OB22	10	OB22
	11	OB19	9	OB6	10	OB7	11	OB21
	11	OB9	9	OB9	12	OB9	12	OB10
	13	OB5	9	OB18	12	OB24	12	OB8
	13	OB11	9	OB25	14	OB8	14	OB7
	13	OB1	15	OB19	15	OB19	14	OB9
	13	OB7	16	OB17	16	OB26	16	OB5
	13	OB14	16	OB14	17	OB21	16	OB16
	13	OB15	16	OB21	18	OB16	16	OB20
Lowest SMS One third of class	13	OB18	19	OB16	19	OB10	19	OB17
	13	OB20	20	OB26	20	OB13	19	OB26
	21	OB2	20	OB15	21	OB20	21	OB1
	21	OB6	22	OB1	22	OB11	22	OB2
	21	OB24	22	OB24	22	OB17	23	OB13
	24	OB12	24	OB2	24	OB1	24	OB11
	25	OB16	24	OB12	25	OB15	25	OB12
	26	OB17	24	OB20	26	OB12	26	OB15

2.1.2 Staff Consultation

In the staff questionnaires, the DT/SENCo believed Sam's classmates generally liked to play and work with him (the Headteacher was both DT and SENCo). The TA, however, was uncertain whether this was true for play.

The CT thought Sam was *"very popular"* with his classmates. Although he tended to prefer to play football at playtime, he also took part in *"different activities with lots of different children"* (CT Interview). The CT reported that he played fair and there were no complaints about his behaviour.

In the classroom, the CT was able to partner him with *"pretty much most people"*, *"his relationships with the others are very good"* (CT Interview). However, he did not work well with his elder brother, Stevie (Case 3), who joined the class for numeracy. There was a rivalry, *"competitiveness"*, between them (CT Interview).

2.1.3 SMS Summary

Sam was part of a triangular friendship group for play, and his play rating suggests his SMS may be 'average' (*Appendix 4).* In both work nominations and ratings he ranked third highest amongst the boys. Although his rating score is close to the mean, his SMS in the work setting is 'popular' (*Appendix 4*).

The SMS tests show that Sam had no problems in this area. The CT's evidence concurs. This would seem to imply that his social skills are at least adequate, if not good.

3. Social Perceptions of Self

3.1 Locus of Control Beliefs

3.1.1 Findings

According to PPNSIE (*Table 5.4b*), Sam had a relatively balanced LCB score of 12 with maybe a slight internal tendency. His score was 2.7 below the class mean (M=14.7, SD=3.2). However, the B/G-STEEM found Sam to have internal LCB tendencies. He scored 5 in this test, which was 0.6 below the class mean (M=5.2, SD=0.9).

Table 5.4b Case 4 - PPNSIE results

PPNSIE SCORES (max. possible score = 26)																									Key: girl boy LAC
towards externality ←															mid-point					→ towards internality					
20	20	19	19	18	18	17	16	16	16	16	15	15	15	14	13	13	13	13	13	12	11	11	10	10	9
OB21	OB24	OB13	OB15	OB17	OB8	OB6	OB1	OB9	OB14	OB25	OB5	OB26	OB20	OB7	OB10	OB11	OB16	OB3	OB18	OB22	OB12	OB23	OB2	OB4	OB19

There were four contradictory responses to the questions. A possible explanation is that Sam was confused by seemingly duplicate questions (see *Appendix 17*). Examining his responses to the LCB questions, using PPNSIE's three factors, may help to identify potential areas for modification –

Factor 1 - Making people and things do what you want them to do.

Paradoxically, Sam did not believe he could get other children to like him, but he did think that he could do something if a person does not like him. Two questions, one in PPNSIE and one in the B/G-STEEM, concerned wishing, and

Sam's responses were contradictory. Further investigation may have revealed what he really believed.

Sam did not believe that thinking about what he is going to do makes things turn out better.

Factor 2 - Persistence in obtaining goals and dealing with powerful others.

Sam believed that people, including his parents, would like him no matter how he behaved.

Encouragingly, Sam believed it was better to be clever than lucky.

Factor 3 - Relating to fate, luck and/or chance.

A third contradictory response concerned being blamed for something that was not his fault.

Sam had a lucky charm and a lucky number. He did not believe that athletic ability was innate.

3.1.2 Staff Consultation

The staff agreed that Sam showed internality in both his behaviour and in his learning (Staff Questionnaire).

According to the CT, Sam's behaviour in school was *"very, very good"* (CT Interview). If there had been an incident, Sam was sometimes willing to take the blame, although his first reaction was to *"pass the blame"*, and sometimes he lied. The CT thought this was not so much about passing the blame, but deflection, i.e. to *"put the emphasis on somebody else"* (CT).

Sam was confident enough to tell the CT if somebody, or something, was bothering him. There were occasions when he did not tell anybody, and this seemed to be when something had happened at home (CT Interview).

The CT interview revealed that Sam's inability to concentrate had been a problem, *"he couldn't physically sit still and maintain concentration for a long period of time"*. His answers to questions were confused. However, since Sam had been on Ritalin, his concentration had improved *"beyond belief"*, and he *"really wants to do his best"*. The CT was unsure whether Sam had been formally diagnosed with ADHD.

3.1.3 LCB Summary

The PPNSIE results indicate that Sam had a relatively balanced LCB with a slight internal tendency, and B/G-STEEM found him to be internal. The school staff were of the opinion that Sam had internal tendencies.

As his responses to the education-related questions corroborate the CT's opinion, Sam appeared to have internal LCB in his general behaviour in school and in his learning (CT interview; staff questionnaire). Sam's responses show some good indications educationally. He believed it was important for the teacher to like him, that his teacher did notice when he worked hard, that he could improve his work if he really tried, and that it is worth trying.

3.2 Self-Esteem

3.2.1 Findings

B/G-STEEM found Sam to have 'normal' S-E on the day of the test (*Table 5.4c*).

Table 5.4c *Case 4 - B/G-STEEM: S-E findings*

B/G-STEEM	*The children's code numbers are shown in italics (LAC in red). School OA.*				
	Very Low S-E	Low S-E	Normal S-E	High S-E	Very High S-E
Girls			*6, 7, 15, 18, 24*	*1, 3, 4, 8, 9, 14, 20, 21*	*25*
Boys		*11*	*5, 10, 12, 16, 22, 26*	*2, 19*	*13, 17, 23*
Totals	**0**	**1**	**11**	**10**	**4**

An examination of Sam's responses did not indicate any S-E issues for which intervention may be needed at the time of the test. Although he admitted he found numeracy difficult, he believed that his teacher was pleased with his work, that he is as clever as his classmates, good at reading, and that he had a best friend and was liked by his peers.

3.2.2 Staff Consultation

The staff, generally, were uncertain whether or not Sam's S-E was high for play. The TA and DT/SENCo believed that his S-E was high for work (Staff Questionnaire).

The CT thought Sam's S-E was *"quite high"* in general. He *"loves school"*, and he is *"quite excited to be here"*. His *"work is good"* and he has *"good manners"* (CT Interview).

3.2.3 S-E Summary

The B/G-STEEM found Sam's S-E to be 'normal' for his age.

The staff were unsure about the level of Sam's S-E for play (staff questionnaire), but they agreed it was high with regard to work. Sam's S-E was not highlighted as a concern in any of the school documents received.

4.1 Findings

Early Years Profile

Data for the whole class were not available. The school did not appear to have a record of Sam's EYP, so it was obtained through county records.

Sam scored below 47.0% in all six sections, with a total score of 25.3%. His lowest score was for personal and social development (*Table 5.4d*).

Table 5.4d Case 4 – EYP scores

Case 4	Early Years Profile (EYP) scores						
girl boy LAC	personal & social development	language & literature development	maths	knowledge & understanding	physical development	creative development	Score
OB22	7	9	5	5	7	5	**38**
max. possible score	40	40	20	20	15	15	150

KS1 SATs

Data were only available for nine of the eleven Y4 children. Sam failed to attain the Government's expectation of Level 2 or above, for reading, writing and mathematics (National Curriculum Online, undated) (see *Table 5.4e* overleaf). He was one of three attaining Level 1 in the three assessment areas, scoring 9 points, 6.5 below the national average for all children, and 12.1 below the national average for boys. The lowest point score for this group was 9.0 and the highest was 21.0 (M=14.4, SD=5.1).

Table 5.4e *Case 4 - KS1 SAT results*

KS1 SAT Results 2003 – Sam's Class (School OB) *The children's code numbers are shown in italics (LAC in red).*						
	reading		**writing**		**mathematics**	
Level	girls	boys	girls	boys	girls	boys
3	*20*	*9*	*18, 20, 21*	*9*		*9*
2a	*18, 21*				*21*	
2b	*25*		*25*		*18, 20*	
2c					*25*	*17*
1	*24*	*16, 17, 22*	*24*	*16, 17, 22*	*24*	*16, 22*
w						

QCA Y3

No point scores are available for these tests. The levels are not directly comparable to KS1 SAT levels, and, as they are not statutory, there are no national statistics.

Data were only available for Sam and 11 un-named children, making comparisons virtually impossible. Sam took the KS1 SAT test, and attained Level 2c in reading and 2b in mathematics. He did not manage to attain Level 2 in writing. The other children scored from Level 2b to Level 4.

QCA Y4

Data were only available for Sam and ten un-named children, making comparisons virtually impossible. Sam attained Level 2b in writing, and Level 2c in mathematics. There was no data on the reading test. The other children scored from Level 2c to Level 4.

School Attendance

In the year 2004/5, Sam's attendance was 94.8%. This was 0.2% above the national average for primary schools, and 0.2% below the Countyshire average. Data were only available for Sam and 11 un-named children.

4.2 Staff Consultation and School Data: Educational Concerns

The concerns stated on Sam's PEP (dated 10.11.04 – Y4) were for learning and behaviour, specifically social skills, reading, writing and language. Long term plans included referral to SALT.

Sam was on the SEN register at 'school action plus'. The IEPs list difficulties with language and literacy in particular, but also with numeracy. According to the CT, he was below average in reading and numeracy. His writing, although improved, was still below average. The TA seemed to go a step further by noting a particular

concern that Sam *"doesn't have enough SALT work.* [He] *needs it daily"*, and that he *"needs more time 1:1 across the curriculum"* (Staff Questionnaire).

The CT believed Sam was well motivated, he *"always wants to do his best"*. He loved praise and had begun to respond well to it. Previously, it used to cause him embarrassment and he did not know how to respond. He would *"put his head down and look really embarrassed, as if 'you're showing me up' or 'I'm embarrassed in front of everyone else'"* (CT Interview). The CT thought this might have been because he had not been used to praise so did not understand it.

According to his views recorded in the latest PEP, Sam felt 'nervous' at school although he was sometimes 'happy' there. He enjoyed science and history, and except for handwriting, he did not think he had difficulties with any subject, (PEP, 20.11.04). He took advantage of the opportunities offered at school and belonged to the chess, singing and games clubs (PEP, 20.11.04). From the CT's conversations with Sam, and that fact that he filled in his own reading diary, the CT suspected the foster careers provided little support with reading at home (CT Interview).

Concentration problems, and being 'loud' and 'fidgety', were also mentioned on the IEPs. It was suspected that Sam had ADHD, but it is not known whether there had been a formal assessment. He was prescribed Ritalin in November 2004. Although no details were available before or after the interview, LBSS and LACET had been involved at various times, according to the CT (CT interview).

During the interview, the CT commented about Sam in relation to his brother whom the CT had taught. Sam seemed different to Stevie (Case 3). He was more self-confident, happier, and eager to work. The CT thought this might have been because he had less experience of whatever went on in the birth family before coming into care. *"'Sam' is a lot softer to a certain extent. You feel you can get somewhere with 'Sam'"* (CT interview).

Sam did not talk much about his birth family, or about when he had sad feelings. The CT was not sure if that meant he was *"quite happy"* or that he had *"a few emotional issues*" (CT interview). Sam, however, did feel he could talk to the HT, teachers or dinner ladies if necessary (PEP).

The CT remarked that experience in this school has found that LAC generally begin at *"quite, quite below average level"*, and although they make some progress in

small steps, *"they are still below the national requirement for their age"* (CT interview).

4.3 Educational Attainments and School Attendance Summary

The CT's main concern was Sam's low attainment, particularly in literacy and numeracy (CT interview). Deficiencies in language and literacy skills appear to have had an affect across the curriculum (TA, PEP, IEP). The TA was especially concerned with Sam's language difficulties. From the PEPs it seems that Sam was performing at approximately one year below his chronological age.

The EYP showed Sam had a poor start to school life in all areas. He did not achieve Government expectations in the KS1 SATs. By the end of Year 4, he had attained Level 2 in reading, writing and numeracy, indicating some progress had been made. It may be that if a diagnosis of ADHD is correct, and appropriate help is given, that Sam will make greater educational improvements.

School attendance was not an issue. Sam was involved with the life of the school and belonged to at least three clubs. However, although he was sometimes happy at school, he felt nervous (PEP).

It was noted in the PEPs that Sam needed to improve his social skills. The concern appeared to be with taking turns and grabbing, particularly of food, but these did not feature on his IEPs. These difficulties do not seem to have affected his SMS. As the SMS test results and the staff comments show, Sam had good relationships with his classmates, particularly the boys, and he is able to make and maintain friendships. The concerns on the PEPs suggest that social skills may need to be developed in a specific area, i.e. those pertaining to food.

5. Discussion and Conclusion

Generally, Sam appeared to be one of the more popular children in the class, and particularly for work, where his SMS was 'popular' according to the classification method used by Coie *et al.* (op.cit.). He was one of the more popular boys. There may have been some issues concerning social skills, but these did not appear to affect his peer relationships generally.

Sam's LCB appeared to be between 'balanced' and 'internal'. Potentially, his beliefs have positive indications for his educational attainment.

At the time of data collection, Sam did not appear to have problems with S-E. Although the CT thought Sam's S-E was high, the B/G-STEEM test found his S-E was 'normal' for his age.

The main educational concern was low academic attainment. Sam was below the national averages in reading, writing and mathematics, and appeared to be functioning at a level approximately 12 months below his chronological age. It is hoped the investigation into his receptive language proved fruitful, as it could be considered to be a critical area in Sam's educational attainment. Language delays not only affect literacy and general access to the curriculum, they also affect social competence and mental health, which could result in low academic achievement (Stock & Fisher, 2006).

The concerns about food could indicate that Sam has a problematic relationship with it. Food issues have been associated with children who have experienced abuse or neglect (Schofield & Beek, 2006; Cooper & Johnson, 2007).

Sam's school attendance was not a concern, and he appeared to enjoy school, although he had recently complained of feeling nervous about it. There is a possibility that this may be due to general anxiety as he becomes increasingly more aware of himself in relation to his peers (Marsh, 1991; Eccles *et al.*, 1993; Novick *et al.*, 1996; Dijkstra, 2008), or his anxiety may be because of his pre-care experiences, or stem from worries about his current and/or future situation. On the other hand, he may have provided a misleading response to the PEP question about school. Although Sam's concentration difficulties may be due to ADHD, they may also be associated with anxiety (Schofield & Beek, op.cit.; Cooper & Johnson, op.cit.). However, at the time of the data gathering, he appeared well motivated, took part in all class activities, and was a member of three school clubs.

6. Hypotheses generation: one potentially modifiable SL issue

In this specific classroom context, in terms of SMS, LCB and S-E, Sam's SMS, LCB and S-E are associated with educational attainment.

Case 5 – Mike's Story

1. Administrative and Biographical Information

Mike was one of 19 children in this Y3 class of six boys and 13 girls. In tables and graphs, Mike is referred to as 'PA7/LAC'. At the time of testing, the children in this class were seated in literacy ability groups determined by the teacher.

When the data were collected in 2005, Mike had been looked-after for between four and five years. Mike is the elder brother of Marie (Case 6).

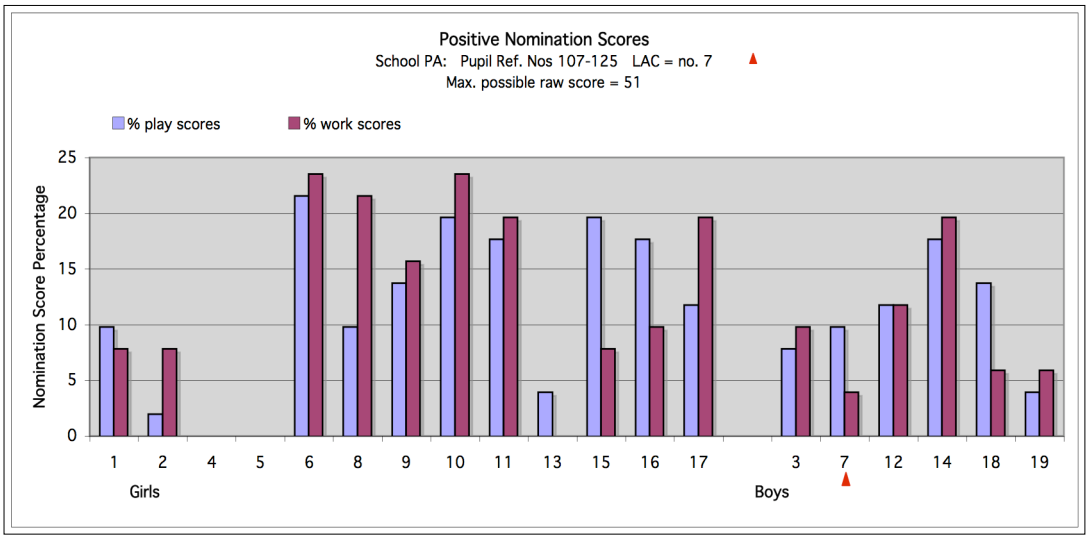
2. Social Perceptions in the Classroom

2.1 Sociometric Status

2.1.1 Findings: positive nominations and smiley-face rating scales

Mike ranked 11th in the play nominations (*FIG. 5.5A*), scoring 1.4 below the class mean (M=6.4, SD=3.5). In the work nominations, he ranked 16th with a score 4.4 below the class mean (M=6.4, SD=4.1). Mike received three nominations for play and two for work. Two of Mike's choices were the same in each setting. On the day of the tests, he was sitting at a table with his non-reciprocated first choice, which was the same in both settings. Mike had one reciprocal play nomination and another for work, but, unless the seating changed for other subjects, he was not sitting at the same table as them.

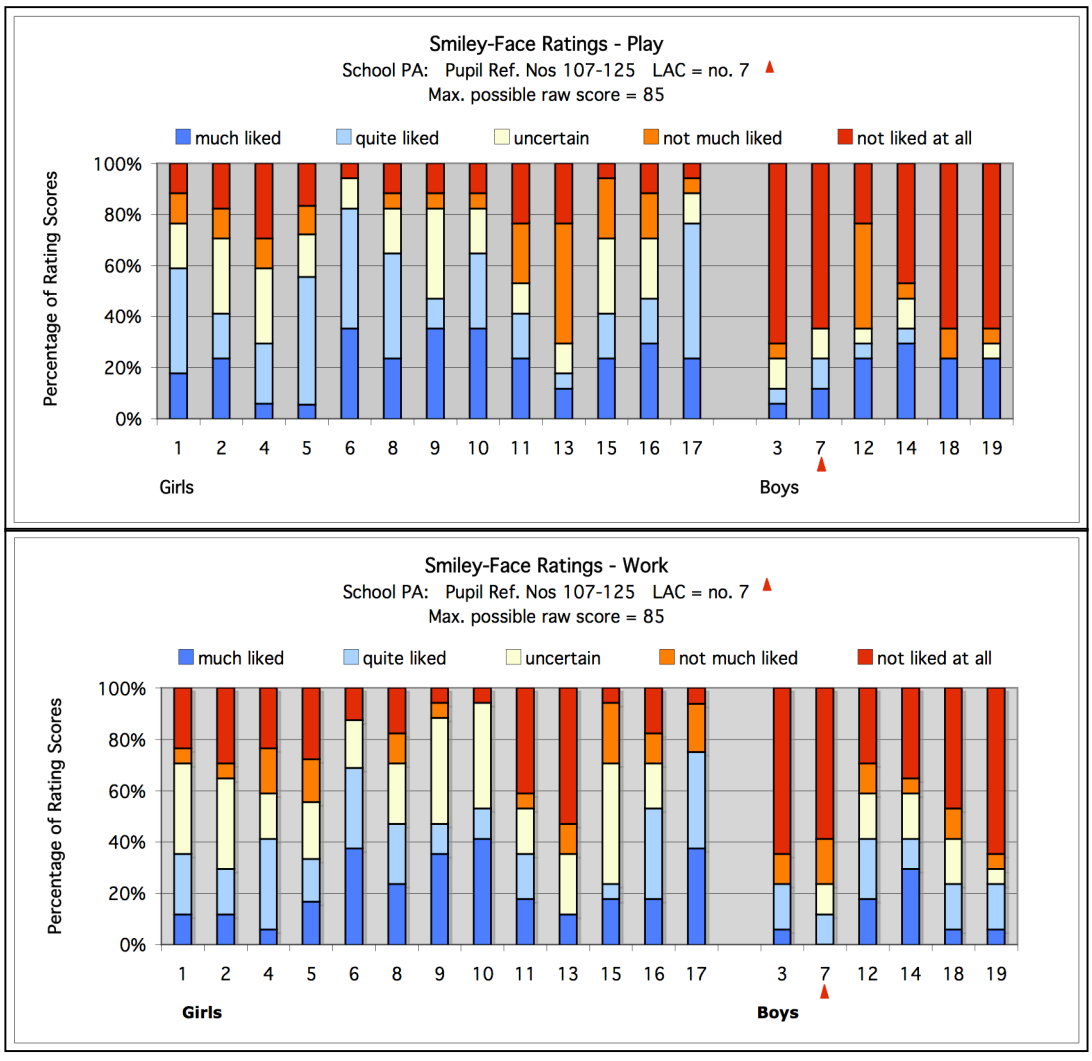
FIG. 5.5A *Case 5 - positive nomination results*



In the smiley-face ratings (*FIG.5.5B*), Mike ranked joint 17th in the class for play, scoring 21.5 below the class mean (M=56.6, SD=11.7), and was joint fourth amongst the six boys. He received the two top ratings from four children (23.5%). According to the classification criteria (Coie *et al.*, 1982; Coie & Dodge, 1983), his SMS for play was 'rejected' (*Appendix 4*).

Mike ranked 19th for work, scoring 24.0 below the class mean (M=54.0, SD=10.6). He also ranked lowest amongst the boys. Mike did not receive any top ratings for work, but two children gave him the second highest rating (11.8%). His SMS for work was 'rejected' according to the classification criteria (Coie *et al.*, op.cit.; Coie & Dodge, op.cit.) (*Appendix 4*).

FIG. 5.5B *Case 5 - distribution of ratings for play and work*



Mike was one of two boys who appear to have 'rejected' SMS for play (Coie *et al.*, op.cit.; Coie & Dodge, op.cit.). He was also one of four boys who appear to have

'rejected' SMS for work. The same four boys in both settings had low social preference scores. No girls were classified as 'rejected' in either setting.

Mike tended to give the lowest rating to girls and the highest to boys.

Mike's rank within his class according to the SMS tests is shown in *Table 5.5a.*

Table 5.5a Case 5 - sociometric status results

girls boys LAC	Sociometric Status in Mike's Class							
	Positive Nominations				Smiley-Face Ratings			
	Play		Work		Play		Work	
	rank	child	rank	child	rank	child	rank	child
Highest SMS One third of class	1	PA6	1	PA6	1	PA6	1	PA10
	2	PA10	1	PA10	2	PA17	2	PA9
	2	PA15	3	PA8	3	PA10	3	PA6
	4	PA14	4	PA14	4	PA8	3	PA17
	4	PA11	4	PA11	5	PA9	5	PA8
	4	PA16	4	PA17	6	PA1	5	PA16
Middle SMS One third of class	7	PA18	7	PA9	7	PA5	7	PA15
	7	PA9	8	PA12	7	PA16	8	PA14
	9	PA12	9	PA3	9	PA15	8	PA1
	9	PA17	9	PA16	10	PA2	8	PA5
	11	PA8	11	PA1	11	PA11	11	PA12
	11	PA1	11	PA2	12	PA12	12	PA4
	11	PA7	11	PA15	12	PA14	13	PA2
Lowest SMS One third of class	14	PA3	14	PA18	12	PA4	14	PA11
	15	PA19	14	PA19	15	PA13	15	PA18
	15	PA13	16	PA7	16	PA19	16	PA13
	17	PA2	17	PA4	17	PA7	17	PA19
	18	PA4	17	PA5	17	PA18	18	PA3
	18	PA5	17	PA13	19	PA3	19	PA7

2.1.2 Staff Consultation

The CT and TA believed that Mike's classmates generally liked to play and work with him, but the DT/SENCo disagreed (staff questionnaires). The Headteacher was both DT and SENCo.

The CT thought Mike mixed well with his peers and was reasonably popular on the playground. He was caring with regard to his classmates (CT interview).

In the classroom, Mike *"gets on reasonably well"*, and *"mixes pretty well"*, with his classmates (CT interview). He participated *"eagerly"* in group-activities, but *"he doesn't control"* the group (CT interview).

2.1.3 SMS Summary

There are over twice as many girls as boys in this class so it could be reasonable to assume that girls would generally be found to be more popular than the boys.

Analysis of the data bears this out. In both settings, the girls tended to give the lowest ratings to the boys, and higher ratings to the girls. The boys tended to give the lowest ratings to the girls, and higher ratings to the boys. It has been observed that as they become older, children increasingly have same-gender preferences (Dunn, 2004; Underwood, 2004).

Although the CT and TA perceived Mike to be fairly popular for play and work, it seems that, as the DT/SENCo's suspected, this was not necessarily the case.

In the play ratings, Mike ranked joint second lowest in the class. He also ranked joint second lowest amongst the boys despite their awarding him two 'much like', and two 'quite like', ratings. Analysis of the ratings showed him to have 'rejected' SMS (*Appendix 4*). This may be due to the gender imbalance in the class, which may make such a finding unreliable in terms of identifying children who may be at risk of social exclusion in general. Mike did receive three positive nominations for play, placing him in a mid-rank position within the class as a whole, even though he scored below the mean. He reciprocated one of the nominations. He came fourth out of the six boys, although there is an added complication because three boys form a triad. It would seem from this, that Mike had low SMS within this particular class.

In the work ratings, Mike ranked lowest in the class. He received no top ratings but two children awarded him 'quite like' ratings. He was found to have 'rejected' SMS, and this may also be due to the gender imbalance in the class as mentioned earlier. Mike did receive two positive nominations for work, albeit third-choice, but was ranked second lowest within the class as a whole. He reciprocated one of the nominations. He came sixth out of the six boys. This seems to indicate that Mike had low SMS for work within this particular class.

3. Social Perceptions of Self

3.1 Locus of Control Beliefs

3.1.1 Findings

According to PPNSIE (*Table 5.5b*), Mike had a relatively balanced LCB score of 14 with a slight external tendency. This was 0.7 above the class mean (M=13.3, SD=2.5). The B/G-STEEM found him to have internal LCB tendencies. Mike scored 5, which was 0.2 below the class mean (M=5.2, SD=2.9).

Table 5.5b Case 5 – PPNSIE results

PPNSIE SCORES (max. possible score = 26)																		Key: girl boy LAC
									towards externality ←		mid-point		→ towards internality					
19	15	15	15	15	15	15	14	14	14	13	13	12	12	12	11	10	10	8
PA11	PA12	PA14	PA2	PA9	PA15	PA17	PA18	PA4	PA7	PA19	PA6	PA3	PA1	PA16	PA10	PA8	PA13	PA5

There were five contradictory responses to the questions. A possible explanation is that Mike was confused by seemingly duplicate questions (see *Appendix 17*). Examining his responses to the LCB questions, using PPNSIE's three factors, may help to identify potential areas for modification –

Factor 1 - Making people and things do what you want them to do.

Mike's responses in this area tended to be internal. Whilst Mike believed he could not make other children like him, he did believe that he could do something about a child wanting to hurt him or be his enemy.

Mike did not believe that thinking about what he is going to do makes things turn out better, but he did believe there was something he could do to make things better if he had done something wrong.

The question about whether or not wishing could make good things happen appears in both LCB tests, and Mike gave contradictory responses.

Factor 2 - Persistence in obtaining goals and dealing with powerful others.

Mike's responses in this area tended to be external, and with what could be described as LH. As well as believing other children were stronger than him, he also believed that he could not get his friends to do what he wanted, nor did he feel he could he get his own way at home.

Factor 3 - Relating to fate, luck and/or chance.

Mike's responses in this area also tended to be external. Although he had a lucky number he did not have a lucky charm. He believed that the ability to win races was innate. He believed he was often blamed for things that were not his fault.

3.1.2 Staff Consultation

The staff agreed that Mike showed internality in both general and learning behaviours (staff questionnaire).

The CT, who was new to the school in January 2005, said Mike had, until recently, *"continually tried to please".* He was aware of the standards of behaviour at school, and he *"really strives to be a well-behaved child"*. If he misbehaved, he had "*this huge guilt that comes over him"*. On those occasions he felt so *"bad about it"* that he berated himself by saying, for example, *"aren't I stupid"*. However, he was generally well-behaved and took a *"huge amount"* of responsibility for his behaviour and learning (CT interview).

Mike was *"delightful"* up to the summer half-term. Since then (i.e. in the week prior to the CT interview), his behaviour had deteriorated, and he had become *"a little bit disruptive"* and *"acting silly"*. The CT thought he could be seeking attention as he seemed *"a bit wound up about something".*

Although it was thought that Mike did take responsibility for his learning, there was the feeling that he *"doesn't push himself hard".* He tried to please on a *"superficial"* level, more *"for the moment as opposed to the long-term"*, in other words, *"he does not seem to see the correlation between the amount of effort he's putting in now, and where he's going"* (CT interview).

Mike liked to work and did not generally strive for praise. Although he enjoyed praise, he was an *"instant child",* i.e. he lived for the moment, and the effects were very short-term (CT interview).

3.1.3 LCB Summary

The PPNSIE results indicate that Mike had a relatively balanced LCB, whilst the B/G-STEEM found him to be internal. This discrepancy may be due to the relatively small number of LCB questions in the latter test (see Chapter 5).

As his responses to the education-related questions seem to confirm the staff's opinion, Mike appeared to have internal LCB in his general behaviour in school and in his learning (CT interview; staff questionnaires). Mike's responses show some good indications educationally. He believed it was important for the teacher to like him, that his teacher did notice when he worked hard, that he can improve his work if he really tries, that it is better to be clever than to be lucky, and that it is worth trying.

However, there seems to be something of a dichotomy. The CT assumed Mike had internal LCB for learning because, when he made mistakes, he blamed himself and called himself names, and yet he does not seem to be working to capacity.

3.2 Self-Esteem

3.2.1 Findings

B/G-STEEM found Mike to have 'normal' S-E on the day of the test (*Table 5.5c*). He scored 17, which was 0.1 above the class mean (M=17.0, SD=1.9).

Table 5.5c Case 4 - B/G-STEEM: S-E findings

B/G-STEEM	*The children's code numbers are shown in italics (LAC in red). School OA.*				
	Very Low S-E	Low S-E	Normal S-E	High S-E	Very High S-E
Girls			*2, 4, 10, 11, 13, 16, 17*	*1, 8, 9, 15*	*5, 6*
Boys		*14, 19*	*7, 12*	*3*	*18*
Totals	**0**	**2**	**9**	**5**	**3**

Mike's responses reveal that believed he had a best friend and that the other children liked to play with him. Mike also believed the CT was pleased with his work, that he was good at reading and numeracy, and that he was a good runner. However, he thought he was not as clever as the other children.

3.2.2 Staff Consultation

The staff had mixed opinions about Mike's S-E. The TA believed his S-E was high for play, the DT/SENCo disagreed, and the CT was uncertain. The CT and the TA were not sure about Mike's S-E with regard to schoolwork, but the DT/SENCo thought it was low (staff questionnaires).

Despite Mike being a *"bubbly"* and *"very talkative"* child, eager to take part in lessons, the CT thought his S-E was low, *"he does have baggage with him"* (CT interview). There seemed to be a *"mismatch"*. If he did something wrong, even a small thing, he was self-deprecating, *"he heaps it upon himself... he says, 'oh aren't I stupid, I'm no good, I'm hopeless... I'm really silly'"* (CT interview). The CT thought Mike believed his work was not as good as his classmates.

3.2.3 S-E Summary

The B/G-STEEM found Mike's S-E to be 'normal'. There was some disagreement between the staff about Mike's S-E regarding play, but his responses indicate he had positive beliefs about his peer relationships. Although he thought he was good at reading and numeracy, he did not think he was as clever as his classmates.

The CT seemed to have some concerns about Mike's S-E and thought there was a mismatch. On the surface he appeared self-confident and 'bubbly', but on the occasions when he made a mistake, he would berate himself in disparaging terms such as, *'I'm stupid'*, '*I'm no good', ' I'm hopeless',* and *' I'm really silly'* (CT interview).

4. Educational Attainments and School Attendance

4.1 Findings

Early Years Profile

Data for the whole class were not available. As the school did not have a record of Mike's EYP, it was obtained through county records.

Mike scored at least 60% in all six sections, with a total score of 78.0%. His lowest score, 60.0%, was for physical development (*Table 5.5d*).

Table 5.5d Case 5 - EYP scores

Case 5	Early Years Profile (EYP) scores						
girl boy LAC	personal & social development	language & literature development	maths	knowledge & understanding	physical development	creative development	Score
PA7	34	30	16	16	9	12	**117**
max. possible score	40	40	20	20	15	15	150

KS1 SATs

Mike and all his classmates achieved the Government's expectation of Level 2 or above, for reading, writing and mathematics (National Curriculum Online, undated) (*Table 5.5e* overleaf). Mike attained Level 2 in all three areas, scoring 16.3 points, 0.8 above the national average for all children, and 1.3 above the national average for boys. The lowest point score for this group was 14.3 and the highest was 21.0 (M=17.5, SD=2.5).

Table 5.5e Case 5 – KS1 SAT results

KS1 SAT Results 2004 – Mike's Class (School PA) *The children's code numbers are shown in italics (LAC in red).*						
	reading		**writing**		**maths**	
Level	girls	boys	girls	boys	girls	boys
3	*4, 6, 8, 9, 10, 11, 13, 15, 16, 17*	*14*	*6, 8, 13, 17*	*14*	*17*	*14*
2a	*1*	*7, 12, 19*	*4, 9, 10, 11*		*2, 4, 6, 9, 10, 11, 15, 16*	*7,12*
2b	*2, 16*	*3, 18*	*1, 15, 16*	*7, 18*	*1*	*3*
2c			*2*	*3, 12, 19*		*18, 19*
1						
w						

QCA Y3 - No data were available.

QCA Y4 – Not applicable.

School Attendance

In the year 2004/5, Mike's attendance was 100%. This was 5.4% above the national average for primary schools, and 5.0% above the Countyshire average. Data were only available for Mike.

4.2 Staff Consultation and School Data: Educational Concerns

The concerns stated on Mike's PEP were for spelling, concentration and remaining on task, and 'delayed learning', although he was not on the SEN register. No explanation of what was meant by 'delayed learning' was given in either the staff questionnaires or in the documentation, which were not received until after the CT interview.

Reading and physical activities were noted as strengths (PEP). According to the CT, Mike was performing at a little above average. The CT thought that, potentially, Mike could be a high achiever, i.e. in the top quartile - *"I feel he's a very bright boy, I really do, I think he's got a huge amount of potential. But he doesn't push himself that hard, even though he's trying to please, and you think, surely then he'll push himself"* (CT interview). Mike particularly enjoyed drama and tai chi, but found times tables "*quite hard*" (PEP).

Mike was *"pretty tough and resilient"* according to the CT. If he was upset, he did not show it, although he sometimes withdrew a little. He did not show any anger.

There was little comment about Mike's general behaviour in the school documentation, except that he tended to be boisterous, and that he *"plays to his audience"* (PEP). His recent attention-seeking behaviour had been an exception, and may have been a manifestation of some upset or other (CT interview).

Mike had a good relationship with the CT, with other school staff, and was friendly and helpful towards visitors to the school. He had an *"open personality, there's no hidden depths to him"* (CT). Mike had a *"superb"* appreciation and respect for other people, *"a real mature understanding of how we must respect other people's opinions and ideas, and how we must care for people"* (CT interview). The PEP supports these views, but this may not have been the case for peer relationships. It noted that he was 'supported' with making and sustaining friendships (PEP).

The CT believed Mike thought of himself as his younger sister's carer (Marie, Case 6). He was very protective towards her *"in a very adult way"* (CT interview).

The CT seemed to think that Mike was *"reasonably happy with life"* and had an *"eagerness for life".* He had a *"lovely sense of humour"*, and a *"rich"* and *"super personality"*, a *"real character... he's an absolutely delightful child"* (CT interview). On the PEP, Mike reported that at school he felt "*happy, confident, angry (sometimes), excited (oh yeah),* [and] *calm*" (PEP). Mike did not take part in school clubs.

4.3 Educational Attainments and School Attendance Summary

There did not appear to be any particular educational concerns. Mike was not on the SEN register. Although concerns about spelling, concentration, and remaining on task were noted on the PEP, the CT did not refer to any of them in the interview, and the DT/SENCo did not mention any in the questionnaire. The CT, however, seemed a little concerned that Mike was not performing to the best of his ability.

The term 'delayed learning' was used in the PEP, yet Mike did not have SEN, his EYP score was 78%, and his subsequent attainment was a little above average. This is puzzling. Perhaps there was a concern that he was not making as much progress as had been expected. Maybe there was a problem with the use of terms, such as a lack of commonality between Social Service and Education terminology. Maybe they meant 'arrested learning', or 'frozen abilities' (Geddes, 2006). Further investigation

may have revealed what was meant, but unfortunately time constraints did not allow this.

Mike had good relationships with the school staff, but as he was given support to make and maintain friendships, there may have been some difficulties with peer relationships.

Mike's school attendance was above average, and no concerns were voiced.

5. Discussion and Conclusion

Within this particular class where there are few boys, Mike's SMS appears to be 'rejected' in both play and work settings. However, he received a number of positive nominations with a reciprocal one in each setting. This and the number of top ratings by the boys may indicate that this could be due to gender imbalance and the predominance of girls. Although Mike's behaviour had been described as 'boisterous' (PEP), and his recent disruptiveness was mentioned, aggression, found by Coie and Dodge (op.cit.) to be a highly stable behaviour, did not feature in the reports. Generally, only positive remarks were made about his social behaviour. This would seem to lend support to the suggestion that 'rejected' SMS in this case, is a result of a relatively small class where two thirds were girls (Coie, 2004). On the other hand, he may be what Wentzel and Asher (1995) term, 'submissive/rejected', with behaviour characteristics similar to that of 'average' SMS, such as motivation, general classroom behaviour, and teacher's preference (Wentzel & Asher, ibid.). Nevertheless, it would have been prudent to monitor Mike's relationship with his peers.

There are indications that all was not as it seemed with Mike. According to the CT, he had taken on the role of carer to his younger sister. This, together with his difficulties in making and maintaining friendships, his compliant and reliant behaviour, and his caring and sympathetic attitude towards others, may indicate that his own need to be cared for has been suppressed (Schofield & Beek, 2006; Bombèr, 2007). Such a child, according to Schofield and Beek, (op.cit.), needs help to relax, build trust and to realise the value of relationships.

At the time of testing, Mike's LCB tended to be generally balanced. The examination of his PPNSIE responses indicated 'persistence in obtaining goals and

dealing with powerful others' to be an area which may have benefited from some modification. There may also be an element of LH.

Mike's behaviour was reported as good, and the recent change in behaviour may have been the result of some emotional upset. Whilst Mike's LCB with regard to learning is seemingly internal, there are signs that there could be some inner turmoil. His need to please comes over strongly, as does the need for approval, and yet when things went wrong, he blamed himself. He liked to work, but he did not work as hard as he could (CT). It could also be linked to S-E. Although his S-E was found to be 'normal' for his age, the test itself asks few questions about education issues. Nevertheless, the self-depreciating comments reported by the CT, show Mike had negative views of himself, and negative self-appraisals have been adversely associated with emotional well-being (Emler, 2001; Rudolph *et al.*, 2005). They are likely to lead not only to self-doubt, but also to feelings of guilt, anxiety, depression and hopelessness (Rudolph *et al.*, ibid.; Iwaniec, 2006). Mike also seemed to seek to avoid disapproval by deferring to the needs and interests of others, particularly his sister and teacher, but also his peers, thus linking with SMS. This would certainly correspond with the suggestion that,

> "*children whose self-worth is enhanced by approval are presumably motivated to act in ways that maximize positive feedback. Thus, these children may be helpful and cooperative, and may refrain from aggressive behaviors that are likely to evoke rejection or disapproval*" (Rudolph *et al.*, op.cit., p.320).

There were no particular concerns about Mike's educational performance, other than he did not seem to be performing to capacity, and there is some evidence for this. From his high score in the EYP, it maybe surprising that he did not achieve Level 3 in at least one subject in the KS1 SATs. If he was not working as well as he could, he may have been subconsciously using a self-handicapping, or self-deceiving strategy to avoid failure (Pajares, 2006). Difficulties with concentration may also be a factor.

There were no concerns about Mike's school attendance.

Mike's difficulties, current at the time of the research period, could be due to emotional problems, as suggested by the CT. These appear to have affected much of his life in school. They seem to have impacted on his self-esteem, self-confidence, behaviour, concentration, learning, academic performance and peer relationships. This would seem to support research suggesting a strong association

between learning and emotions and feelings, and the negative effect of anxiety and worry on information processing, motivation and memory (Cooper & Tiknaz, 2007).

6. Hypotheses generation: one potentially modifiable SL issue

In this specific classroom context, in terms of SMS, LCB and S-E, Mike's LCB and emotional well-being are associated with his behaviour and educational attainment. LCB is associated with self-worth and learned helplessness.

Case 6 – Marie's Story

1. Administrative and Biographical Information

Marie was one of 15 children in this YR class of nine boys and six girls. In tables and graphs, Marie is referred to as 'PB6/LAC'.

When the data were collected in 2005, Marie had been looked-after for between four and five years. Marie is the younger sister of Mike (Case 5).

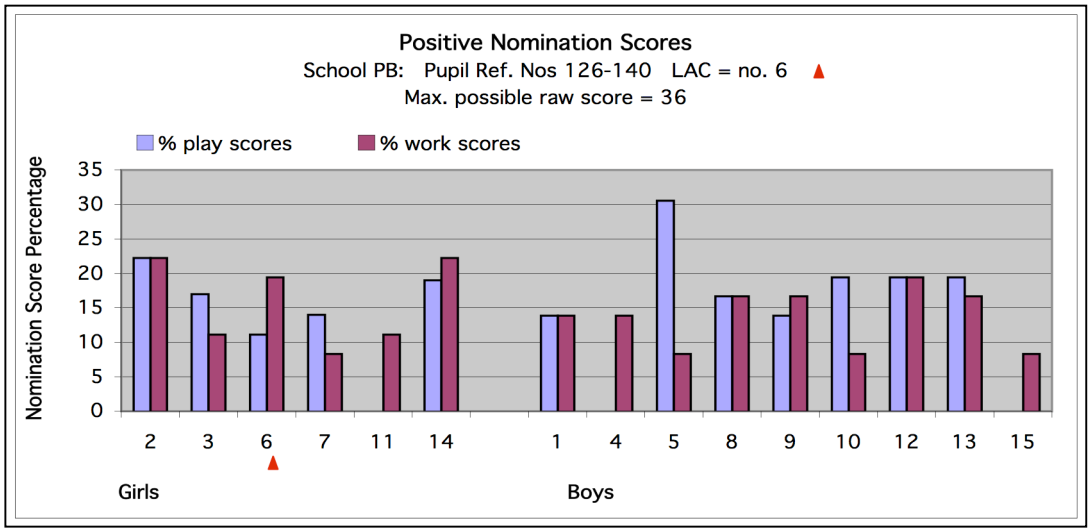
2. Social Perceptions in the Classroom

2.1 Sociometric Status

2.1.1 Findings: positive nominations and smiley-face rating scales

Marie ranked 12th in the play nominations (*FIG. 5.6A*), scoring 2.5 below the class mean (M=6.5, SD=3.1). In the work nominations, she ranked third with a score 0.5 above the class mean (M=6.5, SD=1.8). Marie received two play nominations and three for work. She had one reciprocal nomination, her first choice, which was from the same child in each setting. Another of Marie's choices was the same in both settings.

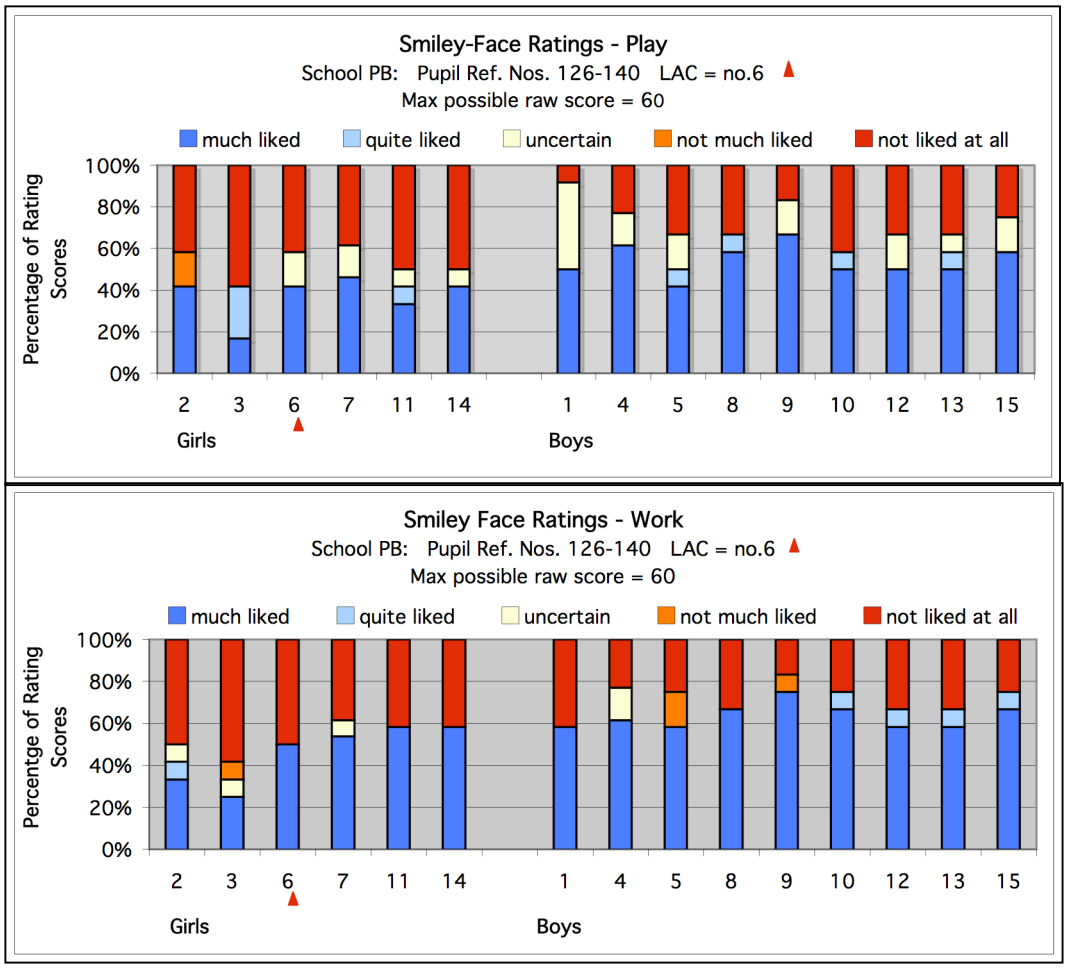
FIG. 5.6A *Case 6 - positive nomination scores results*



In the smiley-face ratings (*FIG.5.6B* overleaf), Marie ranked 12th in the class for play, scoring 14.0 below the class mean (M=50.0, SD=5.6), and was third amongst the six girls. She received an equal number of top and bottom ratings with two who

were uncertain. Marie ranked 13th for work, scoring 15.9 below the class mean (M=51.9, SD=6.0). She ranked fourth amongst the girls. Marie received an equal number of top and bottom ratings and no middle ratings. Despite her low rankings, she did not appear to have particularly low SMS.

FIG. 6.6B *Case 6 - distribution of ratings for play and work*



Marie gave the top rating to all her classmates for work, and to 11 of her 14 classmates for play.

Marie's rank within her class according to the SMS tests is shown in *Table 5.6a.*

Table 5.6a Case 6 - sociometric status results

girls boys LAC	Sociometric Status in Marie's Class							
	Positive Nominations				Smiley-Face Ratings			
	Play		Work		Play		Work	
	rank	child	rank	child	rank	child	rank	child
Highest SMS	1	PB5	1	PB2	1	PB4	1	PB4
	2	PB2	1	PB14	2	PB9	1	PB9
	3	PB14	**3**	**PB6**	3	PB1	3	PB10
One third of class	3	PB10	3	PB12	4	PB15	3	PB15
	3	PB12	5	PB8	5	PB8	5	PB8
Middle SMS	3	PB13	5	PB9	6	PB7	6	PB7
	7	PB3	5	PB13	6	PB13	6	PB12
	7	PB8	8	PB1	8	PB12	6	PB13
One third of class	9	PB7	8	PB4	9	PB5	9	PB5
	9	PB1	10	PB3	9	PB10	10	PB11
Lowest SMS	9	PB9	10	PB11	11	PB2	10	PB14
	12	**PB6**	12	PB7	**12**	**PB6**	10	PB1
	13	PB11	12	PB5	13	PB14	**13**	**PB6**
One third of class	13	PB4	12	PB10	14	PB11	14	PB2
	13	PB15	12	PB15	15	PB3	15	PB3

2.1.2 Staff Consultation

There was a difference of opinion about Marie's SMS in the staff questionnaires. The CT believed Marie's classmates generally liked to play and work with her. The Headteacher, who was both DT and SENCo, disagreed, but thought it was improving. The TA was uncertain, but noted that Marie tended to play with the older children, as they liked to *"look after her"* (TA staff questionnaire). However, in the interview, the CT also said Marie was inclined to play with older children, as they *"mother her"*. She found it *"quite difficult"* to mix with her peers. She tended to *"play alongside"*, rather than with them (CT interview).

In class, Marie still needed help to take turns, although this was improving. She became upset when she could not do something. She was beginning to get better at working in a group, but it depended on who the children were. She struggled with groups larger than two or three (CT interview).

2.1.3 SMS Summary

There are nearly twice as many boys as girls in this class so it could be reasonable to assume that boys would generally be found to be more popular than the girls. Analysis of the data tends to indicate this. In both settings, the girls tended to give the lowest ratings to the boys, and higher ratings to the girls. The boys tended to give the lowest ratings to the girls, and higher ratings to the boys. Generally, these children tended to rate their classmates at either end of the scale.

Marie ranked towards the lower end of the class overall, yet between the girls, she was in mid-rank position. She received two play nominations and three for work. In the ratings, her classmates rated her at either end of the scale, 50:50. According to descriptions by Coie *et al.* (1982), she did not have low SMS (see *Appendix 4*).

Marie liked to work with all the children in her class, and only disliked one for play. She received two nominations for play and three for work, and reciprocated one nomination from the same child in each setting. Five children gave her the top rating for play, and six for work. This may indicate that she was not at risk of low SMS at the time of testing.

There appeared to be some difficulties, however. According to the staff, Marie did not seem to mix very much with her peers on the playground, preferring to play with the older children who mother her. In class, she seemed to have difficulty working with other children, and was reliant on the TA to help her, not only with tasks, but also with developing social skills, such as taking turns.

3. Social Perceptions of Self

3.1 Locus of Control Beliefs

3.1.1 Findings

According to PPNSIE (*Table 5.6b*), Marie had a balanced LCB score of 13. This was 0.2 above the class mean (M12.8, SD=1.9). The B/G-STEEM also found her to have 'normal' LCB. She scored 4 in this test, the same as the class mean (M=4.0, SD=0.7). However, as these children were slightly below the age range of this test, the B/G-STEEM LCB results should be treated with caution.

Table 5.6b Case 6 - PPNSIE results

PPNSIE SCORES (max. possible score = 26)									Key: girl boy LAC			
towards externality ←				mid-point			→ towards internality					
16	15	15	14	13	13	13	12	12	12	11	10	10
PB13	PB8	PB9	PB5	PB6	PB2	PB3	PB7	PB11	PB10	PB15	PB1	PB12

There were two contradictory responses to the questions. Possible explanations are that Marie was confused by seemingly duplicate questions or that she did not understand the wording of the question (see *Appendix 17*). Examining her

responses to the LCB questions, using PPNSIE's three factors (see Chapter 4), may help to identify potential areas for modification –

Factor 1 - Making people and things do what you want them to do.

Marie believed she could not dissuade another child from hurting her. Although she believed she could not make other children like her, Marie did believe that if another child did not like her, she could do something about it. It could be that her action in such cases would be to stay away from them, or that she could persuade them to like her somehow. She did not think that when people were mean to her, or when another child hit her, it was because of something she had done.

Marie believed thinking about what she was going to do makes things turn out better, but she also believed that one of the best ways to handle a problem was not to think about it. She thought she could make amends for things she had done wrong. She also thought that wishing could make good things happen.

Factor 2 - Persistence in obtaining goals and dealing with powerful others.

The responses to these questions were mostly internal. Marie felt she could persuade friends to do what she wanted, and she believed that people, but not her parents, would like her no matter how she behaved.

Factor 3 - Relating to fate, luck and/or chance.

These responses tended to be external. Marie had a lucky charm and a lucky number. She believed that children had an innate ability to win races, and did not think it was worth trying to win games because the other children were better at them.

3.1.2 Staff Consultation

Opinions varied on how internal Marie was with regard to both general and learning behaviours. The staff were either uncertain or tended to think she was more external. The TA commented that *"it can vary from hour to hour"*, and that she presented much attention-seeking behaviour. The DT/SENCo added, *"she can be very controlling and manipulative"* (staff questionnaires).

The CT believed Marie was aware of when she behaved well and when she did not, and she would apologise if she had done something wrong. Occasionally, when

there was a change in the class routine, she "*just looses control and she can't handle the situation ... it's just got too much for her*" (CT interview).

The CT said Marie's behaviour on the playground was *"quite good now"*. There used to be incidents, tantrums, and times when she would not come in. The staff had developed strategies to handle these situations, mainly ignoring her whilst someone kept a discrete watch. She had begun to realise such behaviour did not work, *"so I think she is controlling it to a great extent"* (CT interview).

According to the CT, Marie seemed to enjoy coming to school, but did not take much responsibility for her learning, *"she needs quite a lot of support"*, for which she tended to rely on the TA (CT interview).

Sometimes Marie exhibited attention-seeking behaviour in class. This happened particularly if there was a new person in the room (CT interview).

3.1.3 LCB Summary

The PPNSIE results indicate that Marie had a balanced LCB. Although just below the age-range of the test, B/G-STEEM found her LCB to be 'normal'.

There were some positive indications with regard to education. Marie thought it was better to be clever than to be lucky, and she thought she could make her work better if she really tried. However, she did not think her teacher noticed when she worked hard, and she did not believe that getting the teacher to like her was important.

According to the CT, Marie only appeared to be in control of her behaviour some of the time. With her learning, she tended to be external as she was reliant on support.

3.2 Self-Esteem

3.2.1 Findings

B/G-STEEM found Marie to have 'very low' S-E on the day of the test (*Table 5.6c* overleaf). She scored 10, which was 5.5 below the class mean (M=15.5, SD=2.7). The S-E results of this test should be treated with caution because of the age of the children as noted above.

Table 5.6c Case 4 - B/G-STEEM: S-E findings

B/G-STEEM	*The children's code numbers are shown in italics (LAC in red). School OA.*				
	Very Low S-E	Low S-E	Normal S-E	High S-E	Very High S-E
Girls	*6*	*2**	*3*	*7, 11*	
Boys	*15*	*10*	*1, 5, 8, 9, 12*	*13*	
Totals	**2**	**2**	**6**	**3**	**0**

** insufficient data to assess S-E with any degree of accuracy.*

Marie seemed to dislike being a girl, according to her test responses. Although she thought she was the best looking in the class, she did not think she was very nice looking. She did not believe she was as clever as the other children, and found numeracy difficult. She did not think her schoolwork was good or that her teacher was pleased with her work. She omitted the question on reading.

3.2.2 Staff Consultation

Although the DT/SENCo did not think Marie's S-E was high for either play or work, the CT and TA were uncertain. The TA said that Marie was confident speaking in front of the class, and had become *"more eager to attempt her work"*. The DT/SENCo commented that Marie was *"unaware as yet of others' strengths"* (staff questionnaires).

According to the CT, Marie's S-E was variable. Sometimes she was very positive about herself, other times she seemed to *"close down"* and did not feel *"good about things".* She had become more positive over the year, and was more confident. The CT believed the classroom was *"an environment where she feels safe and trusts the adults"* (CT interview).

3.2.3 S-E Summary

The B/G-STEEM found Marie to have 'very low' S-E on the day of the test. The DT/SENCo thought her S-E was generally low, although the CT and TA were uncertain. Possible explanations of the disparity may have been because the CT found Marie's S-E to be variable, or that Marie was one year and two months below the age-range of the test.

4. Educational Attainments and School Attendance

4.1 Findings

Foundation Stage Profile

Marie had the lowest score in the class, 48.3 below the class mean (M=100.3, SD=17.4). She also had the lowest score in all sections, and sub-sections, except for dispositions/attitudes where she scored 77.8%.

The range of scores for this class was between 52 and 116 from a possible maximum total of 117 (*Table 5.6d*). Marie was the only child identified in the data.

Table 6.6d Case 6 - FSP scores

Case 6	Foundation Stage Profile (FSP) scores													
	DA: dispositions/attitudes			LTC: language/communication/thinking				NCL: numbers for labels/counting						
	SD: social development			LSL: linking sounds/letters				CALC: calculating						
girl	ED: emotional development							SSM: shape/space/measures						
boy	personal/social			language/literature				maths			knowledge &	physical	creative	
LAC	DA	SD	ED	LCT	LSL	Read	Write	NCL	CALC	SSM	understanding	development	development	score
unidentified children	8	9	9	9	9	9	9	9	9	9	9	9	9	116
	9	9	9	9	9	9	9	9	9	9	9	8	8	115
	9	9	9	9	9	8	8	9	9	9	9	9	8	114
	8	9	9	9	9	8	8	9	9	9	8	9	8	112
	9	8	9	9	9	8	8	9	9	9	9	8	8	112
	9	9	9	9	6	7	7	8	9	9	9	9	8	108
	7	9	9	9	9	8	6	8	7	9	9	9	8	107
	6	6	6	9	9	9	8	9	9	9	9	9	8	106
	8	7	6	8	9	8	8	8	8	8	9	8	8	103
	8	9	8	8	7	7	6	8	8	8	8	9	8	102
	8	8	8	7	7	7	7	7	7	8	9	8	8	99
	7	8	6	8	7	6	7	8	8	8	8	8	8	97
	7	9	8	8	2	4	4	6	6	6	8	8	8	84
	7	6	7	7	4	5	4	5	6	6	7	6	7	77
PB6	7	3	4	5	2	3	3	5	4	2	4	4	6	52
max. possible score	9	9	9	9	9	9	9	9	9	9	9	9	9	117

KS1 SATs – Not applicable.

QCA Y3 – Not applicable.

QCA Y4 – Not applicable.

School Attendance

In the year 2004/5, Marie's attendance was 98.2%. This was 3.6% above the national average for primary schools, and 3.2% above the Countyshire average. Data were only available for Marie.

4.2 Staff Consultation and School Data: Educational Concerns

No PEPs were available for Marie.

Marie was on the SEN register at 'school action plus' for social skills, following instructions, behaviour, speech and language. Marie had been assessed by LBSS, LACET and the Educational Psychologist. She had been referred to SALT previously, and further input had been requested. LACET had funded TA support for social skills, building relationships with peers and adults, following instructions, and speech. The return of Marie's lisp was noted.

The staff questionnaires revealed that the staff were concerned that Marie continued to need a lot of support, particularly 1:1. The DT/SENCo predicted that an SEN statement would be needed. The CT was concerned that Marie's language, attention difficulties and behaviour may hinder her educational progress. The TA thought that Marie might be *"quite bright once she has picked up the basics of literacy and numeracy"* (staff questionnaire).

According to the CT, Marie was *"quite a long way behind"* most of her classmates, and she was behind the expectations for a YR child, *"she has not completed any areas of the foundation stage profile yet"* (CT interview). However, she was learning and making progress. She needed support to *"keep her on track and to help to start to catch up a little bit"*, particularly with language (CT interview). Although LACET were keen for Marie to work 1:1, the CT found it counterproductive. She needed to work with other children, in a small group, otherwise the relationship with the supporter would become too intense and reliant (CT interview).

The CT thought Marie's emotions were at *"the root"* of her difficulties. She was emotionally *"unstable"*, and basically *"insecure"*. Her emotional pallet was limited, *"black or white"*. Her responses were spontaneous. She tended to be *"happy, bright and breezy"* or *"upset... annoyed or whatever"*. If she was upset it tended to manifest as anger (CT interview). She loved praise and was responsive to it, *"she likes to be a good girl"*. However, Marie did not always realise what she needed to do in order to receive it (CT interview).

The support plans observed that Marie's behaviour was affected by changes to daily routines at school, at home, and after contact visits. She needed firm

boundaries to be set by adults as she liked to be *"in complete control"* of situations. When there was a visitor in the room, Marie would seek attention. If there was a new teacher, she would often misbehave (CT interview). She had a good relationship with the adults who regularly worked with her and who had established clear boundaries. She was very affectionate (CT).

The school was to complete the Boxall Profile for Marie in the following term. The Profile is an assessment tool developed as part of the nurture group approach to children with social, emotional, behavioural and cognitive difficulties in order to plan focused intervention (Bennathan & Boxall, undated & 2000; Cooper & Tiknaz, 2007).

4.3 Educational Attainments and School Attendance Summary

There were several concerns about Marie's educational attainment. Her FSP scores were very low, and, although she was making progress, she was *"quite a long way"* behind the rest of the class (CT). Marie, herself, thought she had difficulties with numeracy, and that her schoolwork was not good (B/G-STEEM).

There were concerns about Marie's speech and language, her difficulty in following instructions, her social skills, relationships with peers and adults, and her behaviour. She appeared to have emotional problems that affected her behaviour. The CT was concerned that Marie's difficulties may have affected her progress. LACET, LBSS, SALT and the Educational Psychologist had all been involved.

The staff were concerned at the amount of 1:1 support Marie needed. She seemed reliant on TA support. There was the suggestion that Marie would need an SEN statement in the near future.

5. Discussion and Conclusion

The children in this class were relatively young, and tended to rate their classmates at either end of the rating scale. Despite five-point smiley-face rating scales being regarded as suitable for use with young children (Asher & Dodge, 1986; Hopkins, 2002), it is possible that few children in this class had enough maturity to define their sociometric preferences on a five-point scale. Looking at *FIG. 5.6B*, this would seem to be the case, and may lead to inaccurate classification. For Marie, the SMS classification system proved inconclusive, although her profile bears some similarity

to the 'controversial' status descriptors (Coie *et al.*, op.cit.; Coie & Dodge, 1983) (see *Appendix 4*).

Although Marie's SMS did not seem to be particularly problematic at the time of testing, some peer relationship difficulties were evident, and were noted in her IEP. She tended to play with the older children rather than with her peers. Whilst her temper tantrums were becoming less frequent, she was described as *"very controlling and manipulative"* (DT/SENCo). In class, she found it difficult to work in a group of more than two or three children. Her social skills were poor, particularly when it came to taking turns.

At the time of testing, Marie's LCB was found to be balanced or 'normal'. The examination of the PPNSIE responses indicate little that would have benefited particularly from any intervention at that stage.

Marie's general behaviour, noted as a concern on her IEP, was reported to be improving. She appeared to know when she was behaving well and when she was not. She found it difficult to cope with changes of routine at school and at home, particularly if there had been a contact visit, and this affected her behaviour. She displayed a limited range of emotions, indicating that work in this area was probably needed. Although Marie was to be assessed using the Boxal Profile, it is not known whether a nurture group had been set up in the school, or whether there were plans to do so.

Marie's S-E was found to be very low at the time of testing. However, this finding needs to be treated with caution as discussed earlier. The DT/SENCo assumed that she was unaware of other children's strengths, but her response to the B/G-STEEM question showed that she did seem to have some awareness as she believed she was not as clever as her classmates. S-E then, would seem to be an area for modification, particularly as those with low S-E tend to have negative attitudes to other aspects of their lives (Baumeister *et al.*, 2003), and because negative self-appraisals have been adversely associated with emotional well-being (Emler, 2001; Rudolph *et al.*, 2005).

There were many concerns about Marie's educational attainment, as evidenced through the involvement of LACET, SALT, LBSS and the Educational Psychologist. She had not achieved as well as her classmates, and was below the school's expectations for YR children. She had difficulties with speech and language,

following instructions, social skills, and behaviour, all noted on her IEP. She needed much support with her schoolwork. Such difficulties have been associated with emotionally abused and neglected children and may be symptoms of attachment disorder (Iwaniec, 2006; Schofield & Beek, 2006; Bombèr, 2007; Cooper & Johnson, 2007) (see *Appendix 5).* Further investigation would be needed to establish whether or not Marie's difficulties are a result of maltreatment. Stock and Fisher (2006) would argue that Marie's speech and language difficulties should have been addressed as a matter of urgency as it is central to cognitive and socio-emotional development, and has implications for educational attainment.

Marie scored relatively highly for dispositions and attitude in the FSP. This could be a positive indication as far as resilience factors are concerned (Iwaniec, op.cit.).

There were no concerns about Marie's school attendance.

6. Hypotheses generation: one potentially modifiable SL issue

In this specific classroom context, in terms of SMS, LCB and S-E, Marie's emotional well-being is associated with her S-E and educational attainment.

Case 7 – Harry's Story

1. Administrative and Biographical Information

Harry was one of 27 children in this Y2 class of ten boys and 17 girls. In tables and graphs, Harry is referred to as 'QA14/LAC'. At the time of testing, the children were seated in literacy ability groups determined by the teacher.

When the data were collected in 2005, Harry had been looked-after for between four and five years.

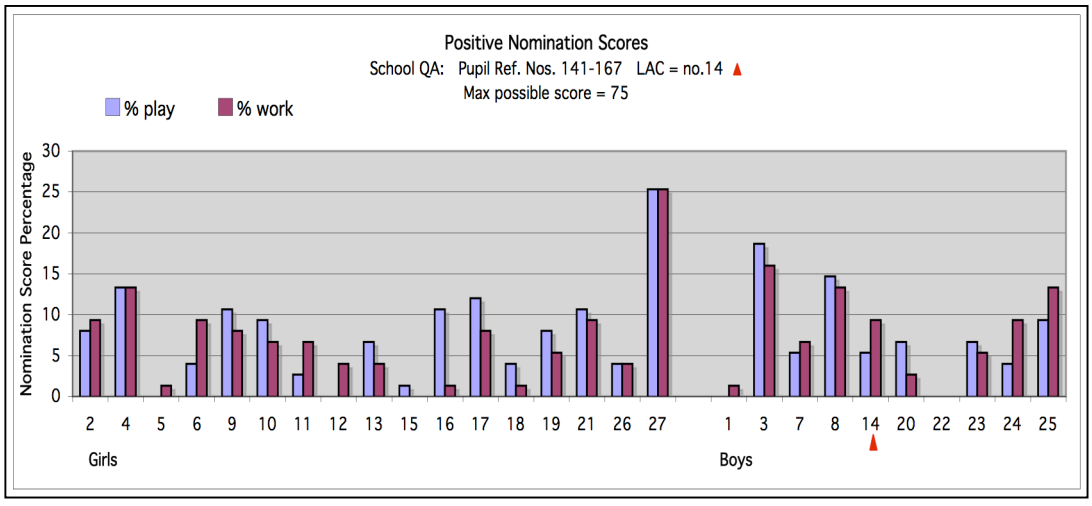
2. Social Perceptions in the Classroom

2.1 Sociometric Status

2.1.1 Findings: positive nominations and smiley-face rating scales

As *FIG. 5.7A* shows, girl QA27 appeared to be the most popular by far. As she had recently joined the class, this could be the 'new girl' factor and the SMS findings may therefore be deemed unreliable. She was included in the survey, but her understanding of English was such that she was unable to make nominations. This was not revealed to the researcher until half way through the tests. Nevertheless, some comments can be made on the results.

FIG. 5.7A *Case 7 - positive nomination results*



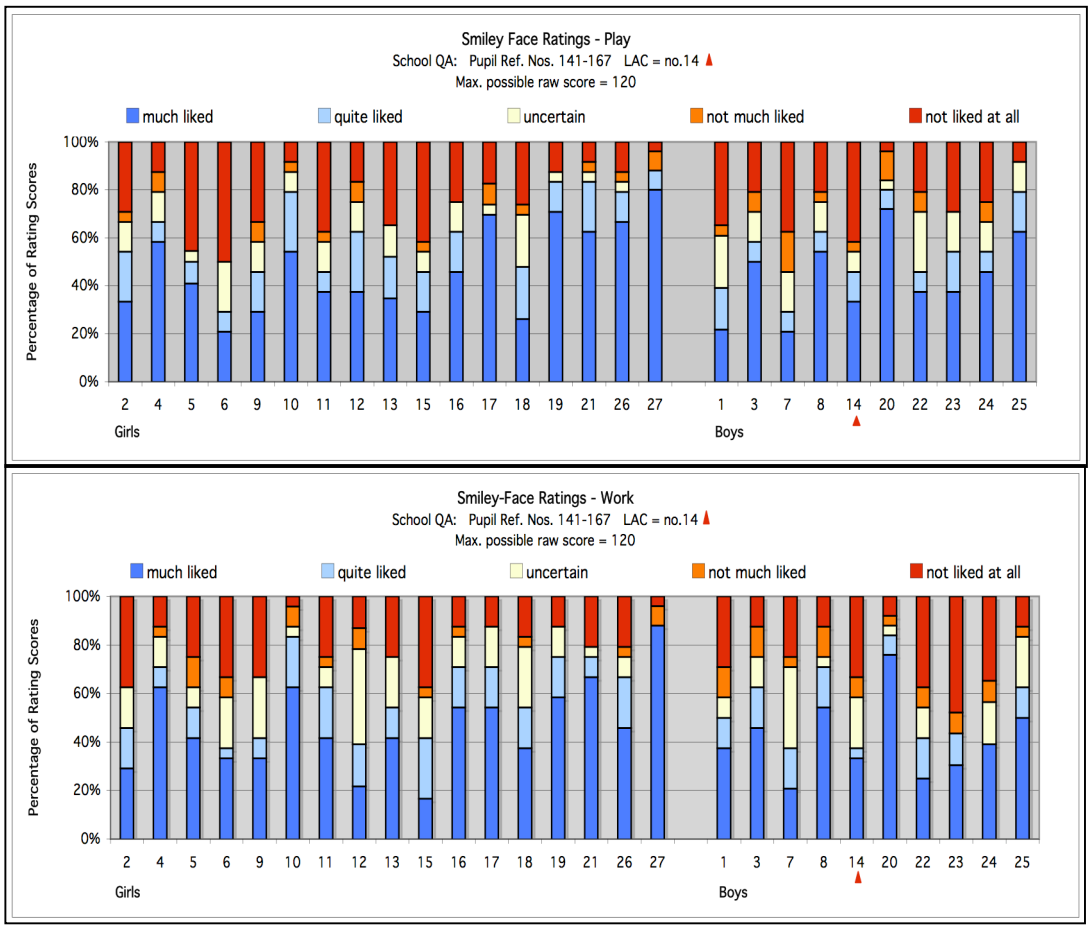
Leaving girl QA27 aside, Harry ranked 15th in the play nominations, scoring 1.5 below the class mean (M=5.5, SD=3.7). In the work nominations, he ranked fifth with a score 1.7 above the class mean (M=5.3, SD=3.4). Harry received two play

nominations and three for work. He had one reciprocal first choice nomination, which was from the same child in each setting. He was sitting at a table with his first choice and with another of his choices.

In the smiley-face ratings (*FIG.5.7B*), Harry ranked 22nd in the class for play, scoring 19.8 below the class mean (M=89.8, SD=13.8), and was ninth amongst the ten boys. He received eight (33.3%) top and ten (41.7%) bottom ratings and few middle ratings. According to the classification criteria (Coie *et al.*, 1982; Coie & Dodge, 1983), his SMS for play was 'rejected' (*Appendix 4*).

Harry ranked 21st for work, scoring 19.3 below the class mean (M=90.3, SD=12.8). He ranked seventh amongst the boys. Harry received the same number of top and bottom ratings, eight (33.3%), and few middle ratings. His SMS for work was 'rejected' according to the classification criteria (Coie *et al.*, op.cit.; Coie & Dodge, op.cit.) (*Appendix 4*).

FIG. 5.7B *Case 7 - distribution of ratings for play and work*



It is interesting to note that in this class, no child scored below 50.0% in either setting, and all the children had at least five top ratings for play, and four for work.

Harry tended to rate his classmates at either end of the scale. He gave the top rating to 16 (59.2%) for play, but to only four of his classmates for work. He gave the lowest rating to 21 (77.8%) for work.

Harry's rank within his class according to the SMS tests is shown in *Table 5.7a.*

Table 5.7a Case 7 - sociometric status results

girls boys LAC	Sociometric Status in Harry's Class							
	Positive Nominations				Smiley-Face Ratings			
	Play		Work		Play		Work	
	rank	child	rank	child	rank	child	rank	child
Highest SMS One third of class	1	QA3	1	QA3	1	QA20	1	QA20
	2	QA8	2	QA8	2	QA19	2	QA10
	3	QA4	2	QA25	3	QA25	3	QA19
	4	QA17	2	QA4	3	QA21	4	QA4
	5	QA9	5	QA14	5	QA26	5	QA17
	5	QA16	5	QA24	6	QA10	5	QA21
	5	QA21	5	QA2	7	QA4	7	QA16
	8	QA25	5	QA6	8	QA17	8	QA8
Middle SMS One third of class	8	QA10	5	QA21	9	QA8	9	QA25
	10	QA2	10	QA9	10	QA3	10	QA3
	10	QA19	10	QA17	10	QA12	11	QA26
	12	QA20	12	QA7	10	QA16	12	QA18
	12	QA23	12	QA10	13	QA24	13	QA11
	12	QA13	12	QA11	14	QA22	14	QA13
	15	QA14	15	QA23	14	QA23	15	QA5
	15	QA7	15	QA19	16	QA2	16	QA1
	17	QA24	17	QA12	17	QA11	17	QA12
	17	QA6	17	QA13	17	QA13	18	QA9
Lowest SMS One third of class	17	QA18	17	QA26	17	QA18	19	QA7
	17	QA26	20	QA20	20	QA1	20	QA2
	21	QA11	21	QA1	20	QA9	21	QA14
	22	QA15	21	QA5	22	QA14	21	QA6
	23	QA1	21	QA16	23	QA15	23	QA24
	23	QA22	21	QA18	24	QA5	24	QA22
	23	QA5	25	QA22	25	QA7	25	QA15
	23	QA12	25	QA15	26	QA6	26	QA23

2.1.2 Staff Consultation

The CT, TA, DT and SENCo thought Harry's classmates generally liked to play with him. However, they were uncertain whether this was true for work (staff questionnaire).

Although Harry had *"quite a big friendship group"*, he had difficulty maintaining the relationships - *"he falls in and out of friends with people very quickly"*. He was very argumentative. He had *"bonded with one or two children"*, who he sometimes fell out with, but they made up as soon as they had apologised (CT interview).

In the classroom, he was *"quite eccentric and quite loud"*, so the children were *"aware of him"* (CT). The CT often called his name out to ask him to be quieter. The children were *"very tolerant of him"*, and the CT believed he was *"quite popular"* as a work partner (CT interview).

2.1.3 SMS Summary

Despite a relatively high rank in the work nominations, Harry's SMS, generally, was in the lower third of the class. He appeared to have one reciprocal best friend, and the CT believed they were also friends outside school. Harry liked many of his classmates for play, but did not like working with most of them. Although he was found to have 'rejected' SMS, he received several ratings at either end of the scale in both settings. This, together with the CT's description of him being *"loud", "eccentric",* argumentative with peers, and extrovert, may correspond better with the description of 'controversial' SMS in *Appendix 4*.

3. Social Perceptions of Self

3.1 Locus of Control Beliefs

3.1.1 Findings

According to PPNSIE (*Table 5.7b*), Harry had a balanced LCB score of 13. This was 1.8 below the class mean (M=14.8, SD=2.3). The B/G-STEEM, however, found him to have internal LCB tendencies. Harry scored 5 in this test, 0.2 below the class mean (M=5.2, SD=1.0).

Table 5.7b Case 7 - PPNSIE results

PPNSIE SCORES (max. possible score = 26)																Key: girl boy LAC							
towards externality ←																mid-point						→to internality	
18	18	18	18	17	16	16	16	16	16	15	15	15	14	14	14	13	13	13	13	13	13	12	9
QA8	QA17	QA18	QA26	QA19	QA7	QA24	QA10	QA12	QA13	QA2	QA5	QA9	QA22	QA15	QA16	QA14	QA1	QA23	QA4	QA6	QA11	QA20	QA3

There were two contradictory responses to the questions. A possible explanation is that Harry was confused by seemingly duplicate questions (see *Appendix 17*). Examining his responses to the LCB questions, using PPNSIE's three factors, may help to identify potential areas for modification –

Factor 1 - Making people and things do what you want them to do.

Harry did not think he could make other children like him, but he did believe he could do something about a child who wanted to hurt him or be his enemy. Exactly what he meant by that would have needed further investigation.

Harry thought he could make amends if he had done something wrong. He believed that if he thought before he acted, things would turn out better, but also that one of the best ways to handle a problem was not to think about it. He also believed that wishing makes good things happen.

Factor 2 - Persistence in obtaining goals and dealing with powerful others.

All but two of the responses to these eight questions were internal. Harry believed people would like him however he behaved, and he felt he could persuade his friends to do what he wanted.

Factor 3 - Relating to fate, luck and/or chance.

Four of the six questions were given external answers. Harry had a lucky number and a lucky charm.

Harry did not believe that when people were mean to him it was his fault, and he believed he was often blamed for things he had not done.

3.1.2 Staff Consultation

The staff believed Harry was internal with regard to general behaviour, but they were uncertain about his learning behaviour (staff questionnaires).

Generally, Harry behaved well in school (CT interview). Sometimes there were problems on the playground when he became *"over-boisterous... he doesn't do anything maliciously on purpose, but it's often boys being boys, you know, fighting each other"* (CT interview). Although he knew when he had misbehaved, the CT did not think Harry was internal in his general behaviour.

In class, Harry liked to *"act the fool"* and to be *"the centre of attention".* He liked being involved in class activities, including reading out his work and using the interactive whiteboard. He was *"quite loud"* (CT interview).

3.1.3 LCB Summary

The PPNSIE results indicate that Harry seemed to have to a balanced LCB, scoring on the mid-point, but B/G-STEEM found him to be internal. This discrepancy may

be due to the relatively small number of LCB questions in the latter test (see Chapter 4).

There were some positive indications with respect to education. Although there was some doubt about the amount of responsibility he took for his learning (CT interview; staff questionnaire), Harry believed it was important that his teacher liked him, that he could make his work better if he really tried, that his teacher did notice if he worked hard, and that it is better to be clever than to be lucky. However, he did not think it was worth trying to win a game because he thought most of the other children were better than him, and that, for example, sporting ability is innate.

Although he could be over-boisterous, and was sometimes involved in playground fights, Harry's general behaviour was reported as being good.

3.2 Self-Esteem

3.2.1 Findings

B/G-STEEM found Harry to have 'very high' S-E on the day of the test (*Table 5.7c*). He scored 20, which was 4.0 above the class mean (M=16.0, SD=2.7).

Table 5.7c Case 7 - B/G-STEEM: S-E findings

B/G-STEEM	*The children's code numbers are shown in italics (LAC in red). School OA.*				
	Very Low S-E	Low S-E	Normal S-E	High S-E	Very High S-E
Girls	*4, 12*	*2, 18*	*6, 9, 10, 11, 15, 16, 17*	*5, 19*	*13, 26*
Boys		*20, 22, 23*	*1, 3*	*8, 24*	*7, 14*
Totals	**2**	**5**	**9**	**4**	**4**

3.2.2 Staff Consultation

The staff were uncertain about Harry's S-E in relation to his classmates, but they agreed that his S-E was high for work (staff questionnaires)

According to the CT, Harry's S-E was variable, sometimes very high, but very low at other times. The CT thought it was associated with what was happening at home, e.g. contact with his father, rather than with anything at school. His foster carers had recently taken on a new foster child which *"made an impact on his S-E - he was rock bottom then"* (CT interview).

3.2.3 S-E Summary

The B/G-STEEM found Harry's S-E to be 'very high' on the day of the test, and the staff agreed that it was indeed high in respect of his work. In relation to his classmates, they were not sure. According to the CT, Harry's S-E fluctuated. His S-E appeared to be affected by emotional difficulties following contact with his father, and seemed particularly low with the arrival of a new child in the foster home.

4. Educational Attainments and School Attendance

4.1 Findings

Early Years Profile

Harry had the lowest score by four points, 31.73 below the class mean. He also had the lowest score for personal/social development, language/literature, physical development, and creative development. He scored below 50% in language/literature, mathematics, and physical development (see *Table 5.7d*).

Table 5.7d Case 7 – EYP scores

Case 7	Early Years Profile (EYP) scores						
girl boy LAC	personal & social development	language & literature development	maths	knowledge & understanding	physical development	creative development	Score
QA26	39	35	19	17	13	13	136
QA20	40	37	20	17	12	10	136
QA11	38	31	18	15	14	11	127
QA19	38	34	17	13	13	11	126
QA6	34	32	16	14	12	11	119
QA1	35	28	16	14	12	13	118
QA17	36	30	15	13	12	11	117
QA13	36	30	15	13	11	11	116
QA4	37	28	15	12	11	11	114
QA18	37	27	10	12	13	10	109
QA12	30	29	15	13	10	11	108
QA2	33	30	16	12	8	7	106
QA10	34	25	13	11	12	11	106
QA15	30	21	16	12	9	11	99
QA24	29	23	12	12	10	10	96
QA8	26	23	14	13	8	10	94
QA5	23	26	14	12	10	9	94
QA16	27	19	15	12	9	10	92
QA22	25	22	13	9	5	8	82
QA3	29	17	6	9	10	8	79
QA23	30	21	7	7	7	6	78
QA14	23	17	8	10	7	9	**74**
max. possible score	40	40	20	20	15	15	150

The range of overall scores for this class was between 74 and 136 from a possible maximum total of 150 (M=105.7, SD=18.3).

KS1 SATs

Harry attained the Government's expectation of Level 2 for mathematics (National Curriculum Online, undated) (see *Table 5.7e* below). However, he attained below Government expectations with Level 1 in reading and writing. He was one of four of the lowest achievers in the class.

The lowest point score for this class was 3.0, and the highest was 21.0 (M=15.6, SD=4.1). Harry scored 10.3, which was joint second lowest amongst the boys and joint third lowest in the whole class. His score was 5.1 below the national average for all children, and 4.6 below the national average for boys.

Table 5.7e Case 7 - KS1 SAT results

KS1 SAT Results 2005 – Harry's Class (School QA) *The children's code numbers are shown in italics (LAC in red).*						
	reading		**writing**		**maths**	
Level	girls	boys	girls	boys	girls	boys
3	*11, 16, 21, 26*	*20*	*11, 19, 26*	*20*	*11, 15, 19, 21, 26*	*1, 20*
2a	*5, 12, 13, 15, 17, 18, 19*	*1, 7, 22, 25*	*5, 12, 13, 15, 16, 21*	*1*	*5, 12, 13, 16, 17, 18*	*7, 25*
2b	*4, 10*	*8*	*4, 10, 17, 18*	*7, 22, 25*	*4,10*	*8, 22, 23*
2c	*2, 9*	*23*	*2, 9*	*8, 23*	*2,9*	***14**, 24*
1		*3, **14**, 24*		*3, **14**, 24*		*3*
w	*6*		*6*		*6*	

QCA Y3 - Not applicable.

QCA Y4 – Not applicable.

School Attendance

In the year 2004/5, Harry's attendance was 96.6%. This was 1.5% above the national average for primary schools, and 1.9% above the Countyshire average. Data were only available for Harry.

4.2 Staff Consultation and School Data: Educational Concerns

Harry was on the SEN register at 'school action plus', for literacy and behaviour. The concerns stated on his PEP were for concentration and letter formation. From

comments made by the CT and the DT, LACET had *"recently"* (CT interview) been involved with Harry, but no documents were provided.

Harry was in the lower ability group and, according to the CT, progressing well. He had recently received support from LACET. This was 1:1 work with a TA working alongside him in literacy and numeracy lessons (CT interview).

Harry's response to praise had been an issue in Y1. The staff eventually stopped entering him in the 'gold book' because he had difficulty coping with the praise, *"as soon as he got his sticker, he just went off the wall"*. He coped better in Y2, and started to respond well to praise (CT interview).

Harry joined the school sometime in YR or in Y1. The CT thought he fitted into the class very well, and that it was not noticeable that he was an LAC. Harry related well to adults in school. He was very friendly and sociable, and was happy to *"chat away to anybody"* (CT interview). Most of the time Harry appeared to be *"very happy".* Occasionally he was upset, and this was usually when he had low S-E. It showed in his body language, and it affected his concentration, which affected his work. At these times he seemed preoccupied, i.e. he had difficulty concentrating on what the CT said or asked (CT interview).

The TA had no concerns about Harry's education. As Harry was being *"carefully monitored on our SEN register",* the SENCo had no concerns either. However, the DT was worried about Harry's lack of concentration, and commented that more input by LACET would be beneficial (staff questionnaires).

The PEP section on the views of the LAC had not been completed. It is not known how he felt about school, or whether he took part in any school clubs.

4.3 Educational Attainments and School Attendance Summary

Harry was in the lower ability group. His EYP scores were the lowest in the class. In the KS1 SATs, he attained the joint third lowest score. His total score was below the national average. He attained the Government's expectation for mathematics (Level 2c), but not for reading or writing. Only one PEP and one IEP were provided. These provided little information about Harry's difficulties.

The PEP current at the time, noted concerns about letter formation, concentration and *"taking into account other's feelings"* (PEP). The IEP, current at the time,

noted that the areas of concern were literacy and behaviour. Three of the four specific items were for literacy - writing independently in sentences, writing on the lines, and to read and write initial blends. The fourth item was about 'number bonds to 20' (IEP). Despite behaviour being an area of concern, there were no notes on this, and no mention was made of Harry's emotional difficulties and their effect on his S-E, behaviour or learning. The DT was concerned about Harry's poor concentration, but no mention was made of that either (staff questionnaire). It would have been useful to have had access to all previous PEPs and IEPs in order to track interventions and developments.

5. Discussion and Conclusion

Although not one of the most popular children in the class, Harry seemed to have had reasonable relationships with his classmates, at least according to the staff. Although he was found to have 'rejected' SMS, his argumentative and extrovert behaviour, suggests that his SMS profile could be described as 'controversial'. The classification result may have been skewed by the exceptional popularity of the new girl, and by the greater number of girls than boys in the class.

Aggression has been found to be a highly stable behaviour and is associated with both 'controversial' and 'rejected' SMS (Coie & Dodge, op.cit.). Harry's behaviour had been described as 'loud', 'eccentric' and, at times, 'over-boisterous', but the term 'aggressive' did not feature in reports on his behaviour, although 'fighting' did. It is not known how these fights arose, or who instigated them. The term, 'over-boisterous', may have been a euphemism for aggression, but generally, fairly positive remarks were made about Harry's behaviour. Further investigation into whether or not Harry was aggressive would help to provide additional information on which to gauge his SMS.

Harry had one particular friend, which could prove to be a protective factor, i.e. companionship providing comfort, support, pleasure, and enhancing self-esteem and self-worth (Dunn, 2004; Iwaniec, 2006). However, this would depend on the quality of that friendship (Bagwell, 2004; Kupersmidt & DeRosier, 2004).

Harry's LCB appeared to be between balanced and internal, but the staff were not sure if this was true of his learning behaviour. The examination of his responses to PPNSIE did not indicate any particular areas that may have benefited from

intervention. Potentially, his LCB had positive indications for his educational attainment.

At the time of data collection, Harry did not appear to have problems with S-E, and his S-E, as measured, was found to be 'very high'. However, the staff questionnaires revealed this was not always the case, and the CT described occasions when Harry's S-E was very low. These were times following contact visits and changes at the foster home. This would seem to be consistent with the findings of Rudolph *et al*. (2005), i.e. that,

> "*negative self-appraisals are associated with emotional difficulties in the face of relationship adversity...* [and] *that children with negative approval-based self-appraisals experience fluctuating self-worth (*Rudolph *et al*., ibid., p.312).

The very high S-E could be because he has a realistic view of his competencies (Baumeister *et al*., 2003), or it may be a strategy to protect himself from failure (Pajares, 2006), particularly after the low S-E periods following contact with his birth family. It is also possible that behaviours associated with very high S-E, such as boastfulness, are a façade to mask feelings of anxiety (Schofield & Beek, 2006). Because low S-E is thought to be debilitating, and very high S-E may cause difficulties with peer relations (Gilligan, 2009), it could be considered that Harry's fluctuating S-E would be a cause for concern, yet they were not noted on the PEP or the IEP.

There were a number of indications that Harry sought attention. Although his behaviours were not described in these terms in the documentation, or in the staff consultation, the CT reported him as being 'loud' and 'eccentric', and that he liked to be 'the centre of attention'. This could be linked to very high S-E where success and traits are exaggerated (Baumeister *et al*., op.cit.; Pajares, op.cit.). Unfortunately, such behaviour is likely to have an adverse effect on relationships with both peers and teachers (Iwaniec, op.cit.; Schofield & Beek, 2006).

Harry had difficulty accepting praise when he was in Y1, although he had begun to cope better with it in Y2. It could be that the 'gold book' system of praise was too public and overwhelmed him. It may also be that this type of praise was given by someone other than his CT, and was seen as coming from a source that was remote and therefore not credible. A more private approach with very focused praise may have been more effective (Pajares, op.cit.).

In the EYP, Harry had a relatively low score, approximately 50% in each area, the lowest in the class. Harry's attainment in the KS1 SATs was below average, and his results for reading and writing were below Government expectations. The main educational concerns were with literacy and behaviour. Unfortunately, little data was provided to enable any particular difficulties to be identified other than that of concentration. It was when Harry's S-E appeared to be very low, that he had difficulties concentrating in class, and seemed pre-occupied. This could be due to the association between maltreatment and threats to S-E (Schofield & Beek, op.cit.). Alternatively, the attention-seeking behaviour may have affected his concentration, and consequently his educational attainment (Schofield & Beek, ibid.).

The staff expressed no concerns about Harry's low educational attainment at the time of the consultation.

There were no concerns about Harry's school attendance.

6. Hypotheses generation: one potentially modifiable SL issue

In this specific classroom context, in terms of SMS, LCB and S-E, Harry's emotional well-being is associated with his S-E, behaviour and educational attainment.

Case 8 – Beth's Story

1. Administrative and Biographical Information

Beth was one of 23 children in this YR class of 11 boys and 12 girls. In tables and graphs, Beth is referred to as 'QB3/LAC'. At the time of testing, the children were seated in four informal groups, each with an adult to assist - the researcher, the class teacher and two teaching assistants. This was because of the age and maturity of the children.

When the data were collected in 2005, Beth had been looked-after for between two and three years.

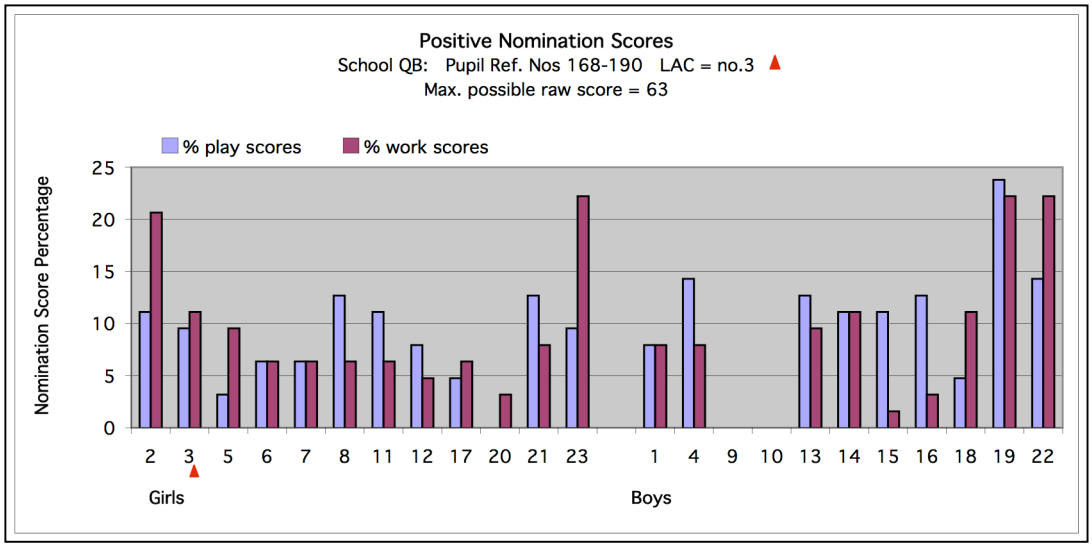
2. Social Perceptions in the Classroom

2.1 Sociometric Status

2.1.1 Findings: positive nominations and smiley-face rating scales

Beth ranked 12th in the play nominations, scoring 0.2 below the class mean (M=6.2, SD=3.5), and ranked fifth amongst the girls (*FIG. 5.8A*). In the work nominations, she ranked fifth with a score 0.8 above the class mean (M=6.2, SD=4.3), and ranked third amongst the girls. Beth received thee nominations for both play and work. Two were from the same children in each setting, and one of which was a reciprocal first–choice nomination.

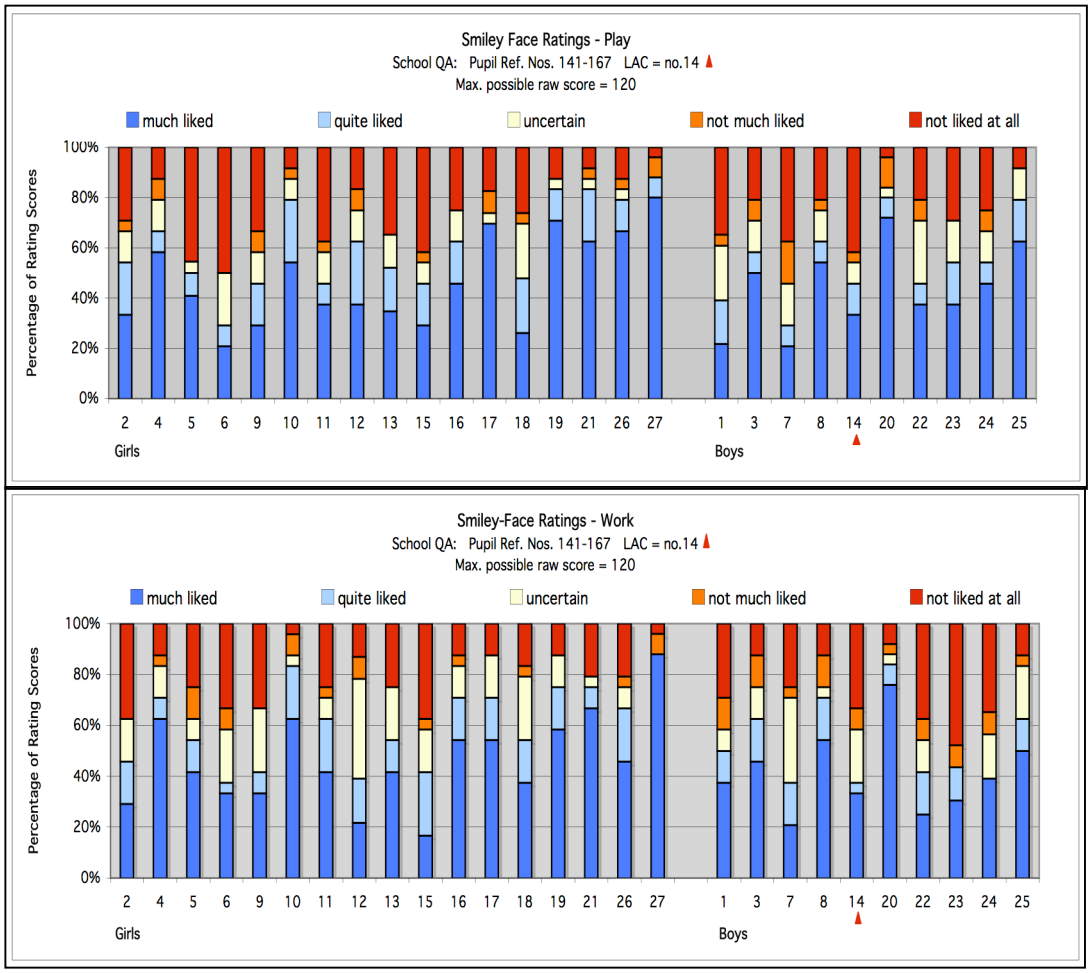
FIG. 5.8A *Case 8 - positive nomination results*



In the smiley-face ratings (*FIG.5.8B*), Beth ranked 11th in the class for play, scoring 2.5 below the class mean (M=85.5, SD=13.8), and was eighth amongst the girls. She received 11 (52.4%) top and ten (47.6%) bottom ratings and few middle ratings. According to criteria used by Coie and Dodge (1983) this may indicate 'average' SMS (see *Appendix 4*).

Beth ranked 11th for work, scoring 4.3 below the class mean (M=87.3, SD=12.9), and ranked sixth amongst the girls. Beth received 12 top ratings, eight (20.0%). She received few middle and lower ratings in either setting. This may indicate 'average' SMS according to criteria used by Coie and Dodge (ibid.) (*Appendix 4*).

FIG. 5.7B *Case 7 - distribution of ratings for play and work*



Beth liked most of her classmates. She gave the top rating to 19 (86.4%) for play, and to 18 (81.8%) for work. She gave the lowest rating to three for play and to one for work.

Beth's rank within her class according to the SMS tests is shown in *Table 5.8a.*

Table 5.8a *Case 8 - sociometric status results*

girls boys LAC	Sociometric Status in Beth's Class							
	Positive Nominations				Smiley-Face Ratings			
	Play		Work		Play		Work	
	rank	child	rank	child	rank	child	rank	child
Highest SMS One third of class	1	QB19	1	QB23	1	QB22	1	QB23
	2	QB4	1	QB19	2	QB21	2	QB22
	2	QB22	1	QB22	2	QB16	3	QB8
	4	QB8	4	QB2	4	QB2	4	QB6
	4	QB21	**5**	**QB3**	4	QB14	4	QB21
	4	QB13	5	QB14	6	QB23	4	QB14
	4	QB16	5	QB18	7	QB8	7	QB19
Middle SMS One third of class	8	QB2	8	QB5	8	QB6	8	QB11
	8	QB11	8	QB13	9	QB11	8	QB15
	8	QB14	10	QB21	9	QB12	**10**	**QB3**
	8	QB15	10	QB1	**11**	**QB3**	11	QB12
	12	**QB3**	10	QB4	11	QB17	12	QB1
	12	QB23	13	QB6	13	QB19	12	QB13
	14	QB12	13	QB7	14	QB13	14	QB2
	14	QB1	13	QB8	15	QB5	14	QB7
	16	QB6	13	QB11	16	QB15	16	QB17
Lowest SMS One third of class	16	QB7	13	QB17	17	QB1	16	QB20
	18	QB17	18	QB12	18	QB7	18	QB4
	18	QB18	19	QB20	19	QB4	19	QB10
	20	QB5	19	QB16	20	QB20	20	QB5
	21	QB20	21	QB15	21	QB10	21	QB18
	21	QB9	22	QB9	22	QB18	22	QB9
	21	QB10	22	QB10	23	QB9	23	QB16

2.1.2 Staff Consultation

The staff thought Beth's classmates generally liked to play and work with her (staff questionnaire).

According to the CT, Beth had a core of two or three friends. The children were *"quite happy to play with her"*. However, she could be *"very bossy and manipulative"*, so there were frequent arguments that sometimes involved her using physical force, including hitting other children. The situation was the same in the classroom, *"she likes to be in charge"*. She liked to be first, or best, and was *"always telling tales"* (CT interview).

At some point, Beth had been part of a social skills group in school, but the CT knew little about this.

2.1.3 SMS Summary

Beth's SMS was mid-rank for both play and work. She had one particular friend, reciprocal first-choice in both settings, and, according to the staff, her classmates generally liked to play and work with her. This may indicate that her SMS was 'average' according to criteria used by Coie and Dodge (ibid.).

There seem to have been some issues with social skills. Although Beth had attended a group to address these at some point, there was no indication whether it had been effective. The staff reported that she tended to be bossy and manipulative, and liked to be in control. However, some of these characteristics may have been offset by a caring and supportive attitude towards her classmates, and her general friendliness, which may account for her SMS.

3. Social Perceptions of Self

3.1 Locus of Control Beliefs

3.1.1 Findings

According to PPNSIE (*Table 5.8b*), Beth had an internal LCB score of 10. This was 2.44 below the class mean (M=12.4, SD=1.8). The B/G-STEEM, however, found her to have 'normal' LCB. She scored 4, which was 0.3 below the class mean (M=4.3, SD=1.1). However, as these children were slightly below the age range of this test, the B/G-STEEM LCB results should be treated with caution.

Table 5.8b Case 8 – PPNSIE results

PPNSIE SCORES (max. possible score = 26)													Key: girl boy LAC			
towards externality ←					mid-point				→ towards internality							
16	14	14	14	14	13	13	13	13	11	11	11	11	11	10	10
QB12	QB2	QB11	QB14	QB22	QB8	QB17	QB21	QB23	QB6	QB20	QB15	QB18	QB19	QB3	QB4

There were a number of contradictory responses to the questions. Possible explanations are that Beth was confused by seemingly duplicate questions (see *Appendix 17*), or that she did not understand them. Examining her responses to the LCB questions, using PPNSIE's three factors, may help to identify potential areas for modification –

Factor 1 - Making people and things do what you want them to do.

Although Beth's responses in this area tended to be internal, they were contradictory. However, she appeared to believe that thinking about what she is going to do makes things turn out better, and that the best way to handle a problem is to think about it.

Factor 2 - Persistence in obtaining goals and dealing with powerful others.

Beth believed that whether or not people liked her was dependent upon her behaviour. She tended to think that she was unable to get her own way either at home, at school or with her friends, and this may account for her bossy and manipulative behaviour. It may also explain the contradictory responses to the Factor 1 questions.

The only question Beth did not respond to was 'does whether or not your mummy or daddy like you depend on how you act?'. Either this was an oversight or she chose not to answer.

Factor 3 - Relating to fate, luck and/or chance.

Beth did not have a lucky charm, but she did have a lucky number.

3.1.2 Staff Consultation

The staff believed that Beth's LCB showed internality in both play and work. The SENCo commented that she *"likes to be in charge of situations"* (staff questionnaires).

According to the CT, Beth knew the class routines. She was aware of when she had misbehaved and would apologise. Although she seemed to understand about good behaviour, she could be impulsive. Beth enjoyed school and was very keen to take part in class activities (CT interview).

3.1.3 LCB Summary

The PPNSIE results indicate that Beth had tendencies to internal LCB, but B/G-STEEM found her to be 'normal'. This discrepancy may be due to the relatively small number of LCB questions in the latter test (see Chapter 4), because Beth was below the age-range of the test, or because she had lost interest – her responses were varied for the PPNSIE, but she replied 'yes' to all but one of the B/G-STEEM questions.

Beth's responses to education-related questions show positive indications. She thought it better to be clever than to be lucky. She believed that it was important for her teacher to like her, and that her teacher did notice if she worked hard. Although she thought the ability to win races, for example, was innate, she did think it was worth trying to win a game, and she believed she could make her work better if she really tried.

3.2 Self-Esteem

3.2.1 Findings

B/G-STEEM found Beth to have 'high' S-E on the day of the test (*Table 5.8c*). She scored 18, which was 0.6 above the class mean (M=17.4, SD=1.8). The S-E results of this test should be treated with caution because of the age of the children as noted above.

Table 5.8c Case 4 - B/G-STEEM: S-E findings

B/G-STEEM	*The children's code numbers are shown in italics (LAC in red). School OA.*				
	Very Low S-E	Low S-E	Normal S-E	High S-E	Very High S-E
Girls	*21*		*2, 6, 8, 11, 12, 20*	*3, 7, 17, 23*	
Boys			*4, 14, 18, 19, 22*	*15*	
Totals	**1**	**0**	**11**	**5**	**0**

Beth answered 'yes' to all but one of the questions. This may have been because those were her beliefs, or because she did not understand the instructions or the questions.

3.2.2 Staff Consultation

The staff believed that Beth's S-E was high for both play and work. The TA commented, *"her self-esteem is very high to the point of bossiness, but she shows less self-esteem in some areas of her classwork".* The SENCo observed that she had a *"confident attitude that sometimes impinges negatively on her peers"* (staff questionnaire).

The CT thought Beth's S-E was very high. She was eager and self-confident (CT interview).

3.2.3 S-E Summary

The B/G-STEEM found Beth's S-E to be 'high', but the results must be treated with caution. Beth was one year and four months below the age range of the test. In the opinion of the staff, Beth's S-E was high both in relation to her peers and to her work. With regard to schoolwork, she thought her work was good and that she was a good reader. However, she believed she needed a lot of help and she found numeracy difficult, but this may be a matter of confidence.

4. Educational Attainments and School Attendance

4.1 Findings

Foundation Stage Profile

Beth (QB3/LAC) scored 93 points, 1.4 above the class mean of 91.6. She ranked 14th in the class. She scored full marks for 'emotional development' and 'language, communication and thinking'. Her lowest scores were linking sounds and letters, reading and writing (see *Table 5.8d*).

The range of overall scores for this class was between 45 and 104 from a possible maximum total of 117 (SD=12.7).

Table 5.8d Case 8 - FSP scores

Case 8	Foundation Stage Profile (FSP) scores													
	DA: dispositions/attitudes			LTC: language/communication/thinking				NCL: numbers for labels/counting						
	SD: social development			LSL: linking sounds/letters				CALC: calculating						
girl	ED: emotional development							SSM: shape/space/measures						
boy	personal/social			language/literature				maths			knowledge &	physical	creative	
LAC	DA	SD	ED	LCT	LSL	Read	Write	NCL	CALC	SSM	understanding	development	development	score
QB2	9	9	9	9	7	7	6	8	7	9	8	8	8	104
QB7	9	9	8	9	6	7	6	8	8	9	8	8	7	102
QB17	9	7	7	9	6	8	6	9	7	9	8	8	8	101
QB22	9	7	9	9	6	7	5	9	8	8	8	9	7	101
QB6	9	7	8	9	7	7	6	8	7	8	8	8	7	99
QB4	8	7	7	8	8	9	5	9	8	9	8	6	7	99
QB16	9	7	7	9	6	6	5	9	8	9	8	8	8	99
QB12	9	9	8	9	5	7	5	9	7	8	8	8	6	98
QB21	9	9	9	9	5	6	5	8	6	7	8	8	9	98
QB8	9	7	8	9	5	6	5	9	7	8	8	8	8	97
QB20	9	7	9	9	6	6	5	9	7	7	8	8	7	97
QB23	9	9	9	9	5	6	5	7	7	7	8	8	7	96
QB1	9	7	8	9	6	6	6	6	7	9	7	7	8	95
QB3	8	7	9	9	4	6	5	8	7	7	7	8	8	93
QB15	8	7	7	9	6	6	5	9	7	7	8	8	6	93
QB14	9	7	7	9	5	5	4	7	7	8	8	8	7	91
QB19	8	7	7	8	3	6	5	9	7	7	8	8	7	90
QB18	7	7	7	6	5	6	5	9	7	7	8	7	7	88
QB13	9	7	7	9	5	6	3	6	5	7	8	8	7	87
QB5	8	7	7	6	4	5	3	7	7	7	7	7	7	82
QB11	7	6	7	6	4	5	3	7	7	6	6	7	5	76
QB10	7	6	7	6	5	4	3	7	7	7	6	7	4	76
QB9	5	4	3	3	2	3	3	6	2	5	3	3	3	45
max. possible score	9	9	9	9	9	9	9	9	9	9	9	9	9	117

KS1 SATs - Not applicable

QCA Y3 - Not applicable.

QCA Y4 – Not applicable.

School Attendance

In the year 2004/5, Beth's attendance was 90.9%. This was 3.7% below the national average for primary schools, and 4.1% below the Countyshire average. Data were only available for Beth.

4.2 Staff Consultation and School Data: Educational Concerns

None of the staff had any educational concerns about Beth (staff questionnaire), and she was not on the SEN register. The concerns stated on Beth's PEP were for letter sounds and handwriting, and it was noted that she needed to become more organised and independent.

According to the CT, Beth started school with a *"low baseline"*, but she had made progress. When she arrived at the present foster carers it was reported that, *"she was hardly speaking"* (CT interview). Beth's numeracy was more advanced than her literacy, although she had the skills, *"and when she's concentrating",* she listens and understands *"concepts and things like that"* (CT interview).

Beth had a good relationship with the staff. She was *"very confident"* and *"polite"*, although she did *"interrupt a lot"* (CT interview). Beth was usually very happy and friendly. She rarely cried, even if she hurt herself. She generally behaved well in school, although she had been known to show anger, she controlled herself in class. Beth loved and responded well to praise (CT interview).

The CT commented that Beth can be *"very intimidating when trying to make her peers do something"*, *"laying down the rules to the other children"*, yet *"forceful in helping injured children and sticking up for them ... and protecting them".* Beth sometimes needed reminding that the teacher is in charge (staff questionnaire).

For a few weeks prior to the CT interview, Beth had been unsettled and her behaviour had been adversely affected. She had become more manipulative, testing the boundaries, being contrary, and sought attention. The CT thought this behaviour might have been due to impending changes in her placement (CT interview).

Beth was able to recognise *"when others are feeling sad and things like that", "she's a lovely girl, she's very sweet, and she's very caring... she is a thoughtful, kind little girl"* (CT interview).

The PEP section on the views of the LAC had not been completed. It is not known how she felt about school, or whether she took part in any school clubs.

4.3 Educational Attainments and School Attendance Summary

The CT mentioned that Beth's literacy skills were not as good as her numeracy skills, although it did not seem to be a particular concern. This is reflected in Beth's FSP scores. The other staff did not have any educational concerns. The only concerns noted on Beth's PEP were letter sounds, handwriting, organisation and independence, but she was not on the SEN register.

According to the CT, an earlier problem concerning Beth's speaking and language skills had been reported by the foster career. However, any difficulties she may have had seemed to have been overcome, as they had not been apparent whilst in this class, and she had even scored full marks for 'language, communication and thinking'.

5. Discussion and Conclusion

Beth's SMS could be described as 'average'. Although she tended to be bossy and manipulative with her classmates, she was friendly, caring and supportive. It was reported that there had been some earlier difficulties with social skills, but this did not appear to have had a negative affect on her SMS. The children in this class were relatively young, and tended to rate their classmates at either end of the scale. Despite five-point smiley-face rating scales being regarded as suitable for use with young children (Asher & Dodge, 1986; Hopkins, 2002), it is possible that few children in this class had enough maturity to define their sociometric preferences on a five-point scale. Looking at *FIG. 5.8B*, this would seem to be the case, and this may lead to an inaccurate classification.

At the time of testing, Beth's LCB tended to be internal and there were promising indications for her educational attainment. Examination of her PPNSIE responses was inconclusive.

Beth's behaviour was reported as good, although she could be impulsive. However, there had been recent changes in her behaviour. She had become attention-seeking, contrary, more manipulative and was testing boundaries. As the CT suggested, this may have been the result of some upset to her emotional well-being concerning possible future changes in her placement. There is some support for this as the impact of separation and loss on disorganised and controlling children when they move placement, whether planned or not, is considerable, and "*raised anxiety will create a heightening of defensive strategies"* (Schofield & Beek, 2006, p.137).

At the time of testing, Beth's S-E was found to be high. The staff reported that her S-E was very high both in relation to her peers and to her work. Her high S-E may be the result of a realistic self-perception, but may also be a sign of insecurity (Baumeister *et al.*, 2003), or a strategy to protect herself from failure (Pajares, 2006). In relation to this, Beth was reported by the CT and TA to be 'intimidating', 'forceful' and 'bossy' towards her peers. She often appeared over-confident, which had a negative affect on her peers, yet there seemed to be a lack of confidence as she tended to depend on help for work. This, together with her need to be in charge, may indicate she was hiding her anxieties behind a façade (Schofield & Beek, op.cit.). Beth's high S-E, controlling behaviour, and problems with impulse control, may be symptomatic of attachment disorder requiring further investigation (Schofield & Beek, ibid.; Bombèr, 2007).

Beth was not on the SEN register. Her FSP score was 79% and average within the class and showed no areas of particular difficulty. However, her lowest score was for linking letters and letter sounds. Although the foster carers had a pre-school concern about delayed speaking, Beth scored full marks for language and communication in the FSP. The only educational concerns were identified in the PEP and concerned letter sounds, handwriting, and organisation. Confidence may also be an issue with regard to her work, as she believed she needed help, and, according to the PEP, she needed to become more independent.

There were no concerns about Beth's school attendance. At the time of testing and data gathering, Beth's educational attainment was not a concern either. However, there seem to be indications that there may have been problems with Beth's emotional well-being. This may have needed addressing, or at least monitoring. Although her social skills do not appear to be problematic, they may be

in future as her intimidating controlling behaviours may come to be perceived as bullying. Further social skills training may have been beneficial. It is also possible that her controlling and manipulative behaviour is a positive motivational factor. Potentially, she does not seem to be at risk of low academic achievement. However, this is likely to be dependant on, for example, protective factors and resilience (Iwaniec, 2006).

6. Hypotheses generation: one potentially modifiable SL issue

In this specific classroom context, in terms of SMS, LCB and S-E, Beth's SMS, LCB and S-E are associated with her educational attainment. Her controlling and manipulative behaviour is a positive motivational factor.

Case 9 – George's Story

1. Administrative and Biographical Information

George was one of 23 children in this Y4 class of 12 boys and 11 girls. In tables and graphs, George is referred to as 'R9/LAC'. At the time of testing, the children were seated in literacy ability groups determined by the teacher.

When the data were collected in 2005, George had been looked-after for between four and five years.

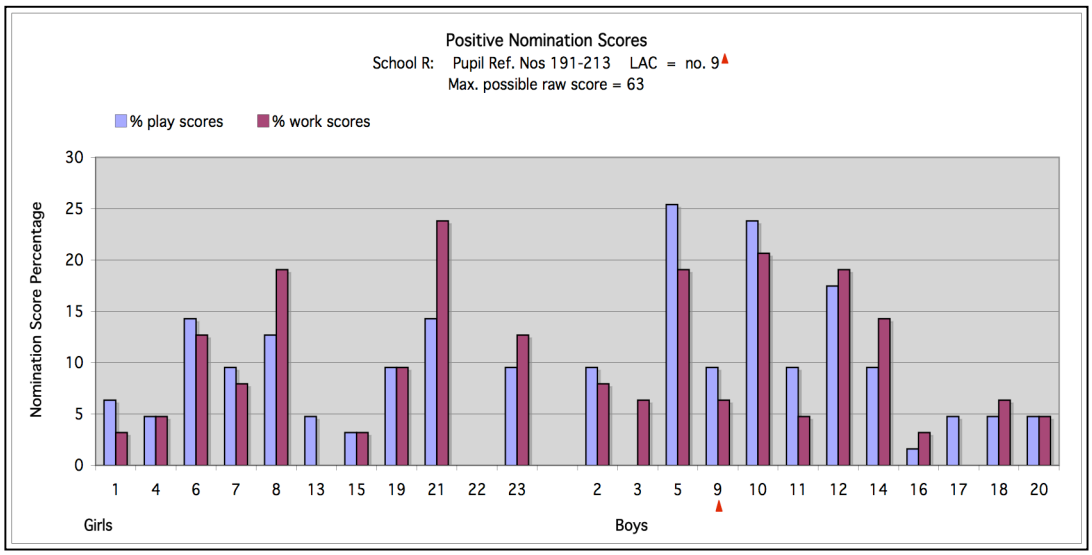
2. Social Perceptions in the Classroom

2.1 Sociometric Status

2.1.1 Findings: positive nominations and smiley-face rating scales

George ranked seventh in the play nominations, scoring 0.3 below the class mean (M=6.3, SD=4.1). He ranked fourth amongst the boys. In the work nominations, he ranked 12th with a score 2.3 below the class mean (M=6.3, SD=4.4), and ranked sixth amongst the boys (*FIG. 5.9A*). George received four play nominations and two for work. Two of his choices were the same in both settings. He had one reciprocal first-choice nomination for work. This child had also nominated George for play, but it was not reciprocated. George was sitting at a table with his reciprocal work choice.

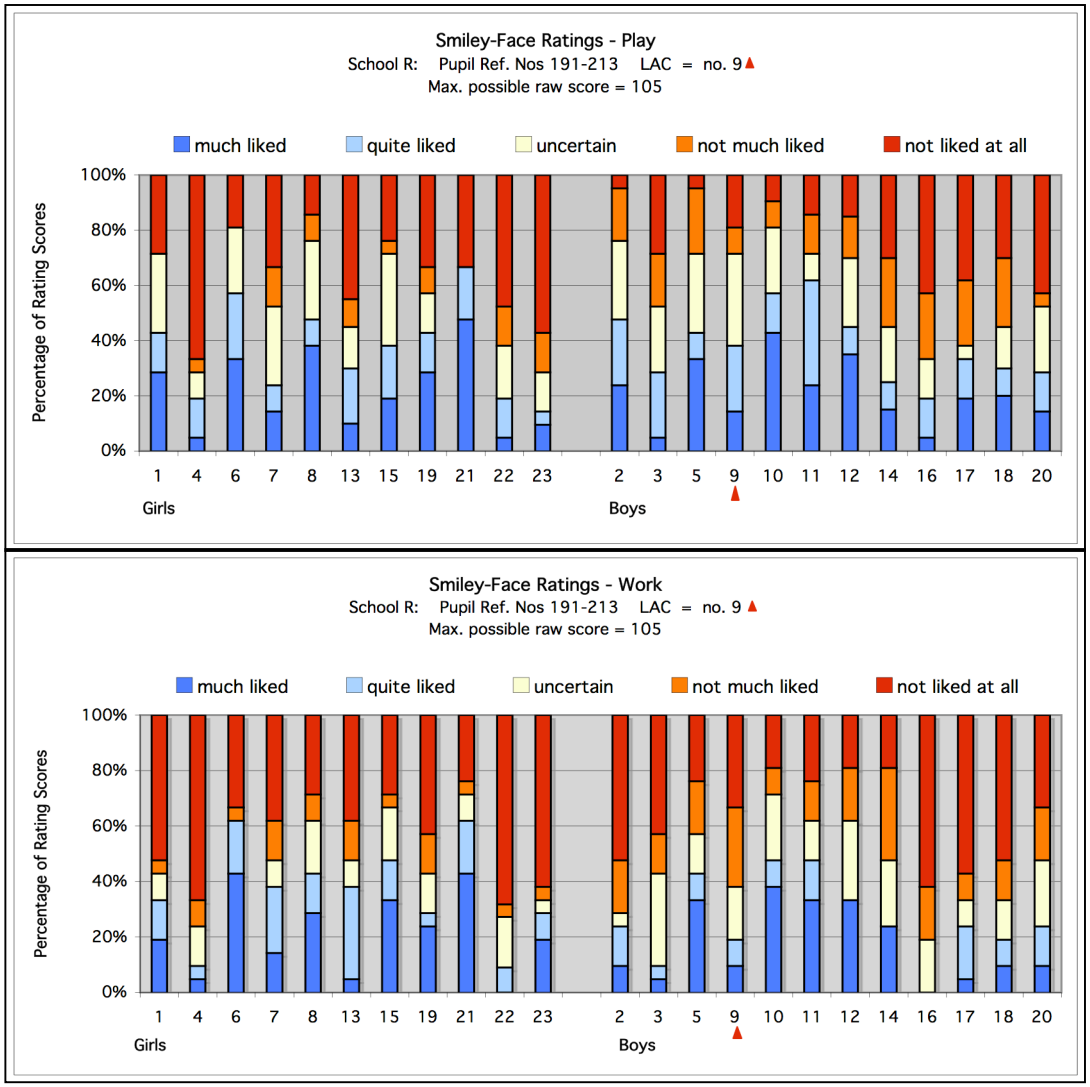
FIG. 5.9A *Case 9 - positive nomination results*



In the smiley-face ratings (*FIG.5.9B*), George ranked 11th in the class for play, scoring 2.5 below the class mean (M=66.5, SD=11.7), and was seventh amongst the boys. He received three (14.3%) top and four (19.0%) bottom ratings. The highest number of ratings, seven (33.3%), was in the 'uncertain' section. According to the classification criteria (Coie *et al.*, 1982; Coie & Dodge, 1983), his SMS for play was 'neglected' (*Appendix 4*).

George ranked 15th for work, scoring 10.1 below the class mean (M=59.1, SD=11.8), ranking seventh amongst the boys. George received two (9.5%) top ratings and seven (33.3%) bottom ratings. His SMS for work was 'negected' according to the classification criteria (Coie *et al.*,op.cit.; Coie & Dodge, op.cit.) (*Appendix 4*).

FIG. 5.9B *Case 9 - distribution of ratings for play and work*



George tended to rate his classmates at the lower end of the scale for work, and in the middle for play. He only gave the top rating to one child for play. He also gave the top rating for work to this child and one other.

George's rank within his class according to the SMS tests is shown in *Table 5.9a.*

Table 5.9a Case 9 - sociometric status results

girls boys LAC	Sociometric Status in George's Class							
	Positive Nominations				Smiley-Face Ratings			
	Play		Work		Play		Work	
	rank	child	rank	child	rank	child	rank	child
Highest SMS One third of class	1	R5	1	R21	1	R10	1	R21
	2	R10	2	R10	2	R6	2	R10
	3	R12	3	R5	3	R20	3	R6
	4	R6	3	R12	3	R8	4	R11
	4	R21	3	R8	3	R21	4	R15
	6	R8	6	R14	6	R2	6	R5
	7	R9	7	R6	6	R5	6	R12
Middle SMS One third of class	7	R2	7	R23	6	R11	8	R8
	7	R11	9	R19	9	R12	9	R14
	7	R14	10	R2	10	R1	10	R7
	7	R7	10	R7	11	R9	11	R13
	7	R19	12	R9	11	R15	11	R19
	7	R23	12	R3	13	R19	13	R20
	14	R1	12	R18	14	R3	14	R1
	15	R17	15	R11	14	R7	15	R9
	15	R18	15	R20	16	R17	16	R23
Lowest SMS One third of class	15	R20	15	R4	16	R18	17	R3
	15	R4	18	R16	18	R14	18	R2
	15	R13	18	R1	19	R13	18	R18
	20	R15	18	R15	19	R22	20	R17
	21	R16	21	R17	21	R16	21	R22
	22	R3	21	R13	22	R23	22	R4
	22	R22	21	R22	23	R4	23	R16

2.1.2 Staff Consultation

The staff believed George's classmates generally liked to play and work with him (the SENCo was also the DT). The TA commented that he was a "*very likeable child*" (staff questionnaire).

The CT thought George had *"good relationships"* with all his classmates. He was *"quite a popular boy"* both on the playground and in the classroom (CT interview).

2.1.3 SMS Summary

According to the staff, George was a relatively popular boy for both play and work. The tests show he was mid-rank within the class. Although George's rating profile appears similar to the description of 'average' for play, and possibly 'controversial' for work (see *Appendix 4*), he was found to have 'neglected' SMS.

Of the six nominations he received in total, George only reciprocated one, and this was for work. He and his reciprocal choice were seated at the same table. He did not seem to like many of his classmates. He only gave the top rating to one child for play, and to two children for work. His nomination choices and top ratings did not correspond.

3. Social Perceptions of Self

3.1 Locus of Control Beliefs

3.1.1 Findings

According to PPNSIE (*Table 5.9b*), George had a balanced LCB score of 13. This was 1.4 below the class mean (M=14.4, SD=2.1). The B/G-STEEM, however, found him to have internal LCB tendencies. George scored 6 in this test, which was 1.6 above the class mean (M=4.4, SD=1.5).

Table 5.9b Case 9 – PPNSIE results

PPNSIE SCORES (max. possible score = 26)													Key: girl boy LAC									
towards externality ←													mid-point					→ towards internality				
19	18	17	17	17	16	16	15	15	14	14	14	14	13	13	13	13	13	12	12	12	12	12
R13	R8	R12	R1	R19	R4	R7	R5	R17	R10	R6	R15	R23	R9	R11	R16	R18	R21	R2	R3	R14	R20	R22

There were four contradictory responses to the questions. A possible explanation is that George was confused by seemingly duplicate questions (see *Appendix 17*). Examining his responses to the LCB questions, using PPNSIE's three factors, may help to identify potential areas for modification –

Factor 1 - Making people and things do what you want them to do.

Although George believed he could not make other people like him, he did think he could do something to stop a child of the same age from hitting him. He also thought he could do something when somebody wanted to be his enemy. He felt there was nothing he could do to make amends if he did anything wrong.

More positively, George believed that thinking about what he is going to do makes things turn out better, and that he could improve his work if he really tried.

Factor 2 - Persistence in obtaining goals and dealing with powerful others.

George gave external responses to five of the seven questions in this area. He believed people would like him no matter how he behaved. This could be linked to his belief that he cannot make people like him, i.e. people would also dislike him however he behaved. Conversely, he believed that his behaviour affected whether or not his parents liked him.

George believed his parents should decide what he must do, but he did not feel that other people decided everything about his life. He did not think he could get his own way at home, nor did he feel he could make his friends do what he wanted them to do. Even if he asked often enough, he did not think he would get what he wanted.

George did feel his teacher noticed when he worked hard. However, he thought it better to be lucky than to be clever.

Factor 3 - Relating to fate, luck and/or chance.

George had a lucky number but did not have a lucky charm. He did not believe that sporting ability is innate. It is not known whether he thought that winning races was a matter of luck or of hard work and practice.

George did not think he was blamed for things that were not his fault. Although he believed people were usually 'mean' to him for no reason, he did think that when a child 'hit' him, it was because of something he had done.

3.1.2 Staff Consultation

The staff believed George showed internality in his general behaviour and in his learning. The SENCo commented that his behaviour had improved since moving placement.

According to the CT, out-of-school problems affected George's behaviour in school. At those times he would have difficulty managing his behaviour in school. He became *"more moody, and a bit more temperamental, more difficult to motivate"* (CT). It affected his attitude. Although the CT said he was not disruptive as such, he would *"put his feet on the table"*, refuse to work and try to *"wind people up"* (CT). The CT thought this may have been an *"attention-seeking mechanism"*, and did not think it affected George's relationship with his peers. At other times George had a positive attitude towards work (CT interview). When

George was in a *"really good mood"* (CT), and doing something he enjoyed and was interested in, he was well-motivated (CT interview).

The CT thought that when George was experiencing problems at home, education and learning were low on his list of priorities. At the time of the interview, George was having a difficult time at home, and was having problems concentrating in school.

3.1.3 LCB Summary

The PPNSIE results indicate that George had a balanced LCB, but B/G-STEEM found him to be internal. This discrepancy may be due to the relatively small number of LCB questions in the latter test (see Chapter 4).

George's responses to the education-related questions bear out the CT's opinion and the B/G-STEEM results. George appeared to have internal LCB in his general behaviour in school and in his learning (CT interview; staff questionnaire). There were some positive indications for education. He believed it was important for the teacher to like him and that he could make his work better if he really tried. He also thought it was worth trying to win a game.

PPNSIE found George's LCB to be balanced, and examining his responses, this would seem to have been the case, except in the area of Factor 2 - persistence in obtaining goals and dealing with powerful others. This result may be because the questions in this test are multidimensional and not education- or school-focused.

3.2 Self-Esteem

3.2.1 Findings

B/G-STEEM found George to have 'high' S-E on the day of the test (*Table 5.9c*). He scored 18, which was 4.0 above the class mean (M=14.0, SD=3.6).

Table 5.9c Case 4 - B/G-STEEM: S-E findings

B/G-STEEM	*The children's code numbers are shown in italics (LAC in red). School OA.*				
	Very Low S-E	Low S-E	Normal S-E	High S-E	Very High S-E
Girls		*4, 19, 21, 23*	*1, 6, 7, 13*	*22*	*15*
Boys	*3, 12, 16, 20*	*2, 10, 14, 17*	*5, 11*	*8, 9*	*18*
Totals	**4**	**8**	**6**	**3**	**2**

An examination of the S-E element of B/G-STEEM responses indicates that a potential area where modification may have been beneficial was George's belief that he was not as clever as his classmates. Generally, he was very positive about his schoolwork, his teacher and his classmates.

3.2.2 Staff Consultation

The staff thought George's S-E was high with regards to his classmates. They were uncertain about his S-E in relation to his schoolwork. The DT and SENCo thought that although his confidence had improved in reading, and that he seemed aware he had made progress, he still found some subjects *"challenging"* (DT and SENCo) (staff questionnaire).

The CT believed George's S-E to be variable. At the time of the interview, the CT thought his S-E was *"really low"*. The situation with his birth mother was such that the CT believed George was beginning to think that he was to blame for their family problems (CT interview).

Before the problems current at the time of the interview, George's S-E had generally been *"quite good"*. According to the CT, he knew what he was good at; he enjoyed sport and art, and was popular with his classmates (CT interview).

3.2.3 S-E Summary

At the time of testing (February 2005), the B/G-STEEM found George's S-E to be 'high'. The staff, in their questionnaire responses, generally felt that George's S-E was high with regards to his classmates, but were uncertain when it came to his schoolwork. It seems there had been a change in George's behaviour in the time between the questionnaires being sent to the school (April 2005) and the CT interview (June 2005). In the interview, the CT thought George's S-E was generally variable, but at that particular time it was very low because of out-of-school circumstances.

George generally responded well to praise, but it seemed to have a short-term effect. Unless it was specific, however, he was likely to distrust it. The CT's comment that "*he seems to take negative criticisms easier than he does the praise"* could imply that he may have been inclined to believe that such criticisms were more trustworthy than praise, and perhaps reflecting his perception of self, particularly self-worth.

4. Educational Attainments and School Attendance

4.1 Findings

Early Years Profile

Data were only available for 18 children. George ranked 14th in the class, scoring 101 points, 16.3 below the class mean (M=117.28). He scored between 55.0% and 80.0% in the six sections, the highest being for personal and social development. His lowest score was for language and literature development (see *Table 5.9d*).

The overall scores for this class ranged from 67 to 148 from a possible maximum total of 150 (SD=22.5).

Table 5.9d Case 9 – EYP scores

Case 9	Early Years Profile (EYP) scores						
girl boy LAC	personal & social development	language & literature development	maths	knowledge & understanding	physical development	creative development	Score
R8	40	40	18	20	15	15	148
R23	40	39	20	20	14	14	147
R21	40	38	19	18	15	13	143
R3	38	34	19	19	13	15	138
R1	38	37	19	18	15	11	138
R13	38	34	16	18	15	12	133
R6	39	31	16	16	15	11	128
R5	35	30	17	18	13	10	123
R19	36	28	13	15	13	15	120
R10	33	30	17	16	15	8	119
R7	35	29	16	15	13	9	117
R17	33	30	18	13	9	11	114
R12	31	25	13	14	15	11	109
R9	32	24	15	11	10	9	**101**
R18	29	24	10	11	11	8	93
R20	24	19	14	11	11	11	90
R16	26	19	11	9	9	9	83
R15	16	18	10	10	9	4	67
max. possible score	40	40	20	20	15	15	150

KS1 SATs

George attained the Government's expectation of Level 2 for mathematics (National Curriculum Online, undated) (see *Table 5.9e overleaf*). However, he attained below Government expectations with Level 1 in reading and writing.

Table 5.9e Case 9 - KS1 SAT Results

KS1 SAT Results 2003 – George's Class (School R) *The children's code numbers are shown in italics (LAC in red).*						
	reading		**writing**		**maths**	
Level	girls	boys	girls	boys	girls	boys
3			*23*			
2a	*6, 8, 23*	*14*	*1, 8*		*21, 23*	*2*
2b	*1, 13, 15, 21*	*10, 11*	*6, 15, 19, 21*		*1, 6, 7, 8, 15*	*3, 14, 17*
2c	*4, 7, 19*	*2, 3, 5, 17, 18*	*4, 7, 13*	*2, 3, 5, 10, 11, 14, 17*	*4, 13, 19*	*5, **9**, 10, 11,18*
1		*9, 12, 16, 20*		*9, 16, 18, 20*		*20*
w	*22*		*22*	*12*	*22*	*12, 16*

The lowest point score for this class was 3.0 and the highest was 18.3 (M=12.8, SD=3.6). 19 children in this class, including George, scored below the national average for all children in England. George scored 5.2 below the average for all children and 4.8 below that for boys. He ranked 19th in the class and was the forth lowest among the boys.

QCA Y3

No point scores are available for these tests. The levels are not directly comparable to KS1 SAT levels, and, as they are not statutory, there are no national statistics.

Since the KS1 SATs, George appeared to have made some progress in all three areas. By the end of Y3, he had achieved the standards expected at the end of KS1 (*Table 5.9f*).

Table 5.9f Case 9 - QCA Y3 achievements

QCA Y3 – George's Class (School R) *The children's numbers are shown in italics (LAC in red)*						
	reading		**writing**		**maths**	
Level	girls	boys	girls	boys	girls	boys
4	*1, 6, 8*	*14*	*8*			
3a	*15*	*10*	*1*			
3b	*7, 13, 23*	*3, 5*	*6, 7*	*5*	*1, 8, 23*	*3*
3c			*15, 23*	*3, 10, 14*	*6, 7, 15*	*5, 10, 14*
2a						*17*
2b		*9*	*13*	*17*	*13*	*9*
2c		*12, 16, 17, 18*		*9, 18*		*18*
1				*12, 16*		*12, 16*
w						

QCA Y4

No point scores are available for these tests. The levels are not directly comparable to KS1 SAT levels, and, as they are not statutory, there are no national statistics.

George (R9/LAC) appeared to have made some progress in all three areas (see *Table 5.9g*).

Table 5.9g Case 9 - comparison of KS1 SATs, Y3 and Y4 QCA results

SAT KS1 and QCA Y3 & Y4 Results – George's Results									
	reading			writing			maths		
	KS1 SATs	QCA Y3	QCA Y4	KS1 SATs	QCA Y3	QCA Y4	KS1 SATs	QCA Y3	QCA Y4
R9 LAC	1	2b	3b	1	2c	3c	2c	2b	3c

School Attendance

Limited data were only available for George.

In the year 2004/5, George's attendance was over 90.0% since he moved his new placement. The school did not provide an exact figure.

4.2 Staff Consultation and School Data: Educational Concerns

George was on the SEN register at 'school action plus' for reading, writing and spelling. The IEP (September 2004) noted that he had difficulty following instructions. LBSS had been involved previously, and SALT had provided support until September 2004. No IEPs were available prior to this date. Even though George had been signed off by the speech therapist, the TA and SENCo were still concerned about George's speech, *"his speech is still sometimes difficult to understand"* (SENCo) (staff questionnaire).

George had been attending a support group run by the SENCo. By the end of the autumn term 2004, George no longer needed to attend this group, which he disliked, according to the CT. The CT believed he had made good academic progress during the year 2004/05, and the foster carers had provided good support for George's homework, particularly for his reading (CT interview).

Despite George being on the SEN register, the CT had no particular concerns about his learning in class. He used to have an individual education plan (IEP), but at the time of the interview, he was on a group education plan. However, he was still being monitored (CT interview).

The DT was concerned about George's transfer to a different middle school from his classmates (staff questionnaire). The CT was also concerned about this

impending move, and thought George was anxious about changing schools too. He was to be sent to a school closer to home, but away from his classmates, *"he is quite adamant that he doesn't want to go"* (CT interview). He had said he would *"get expelled"* in order to go to the school where his current classmates were. The CT hoped that he would make friends quickly at the new school, because his *"general happiness does directly affect his attitude towards his work and towards his learning"* (CT interview).

Only one PEP (dated September 2004) had been made available. It noted that the class had a new teacher in January 2005, and that George was due to move to a middle school in a different area at the end of the 2004/05 school year. The concerns stated on this PEP were for spelling and S-E.

According to the PEP, George seemed to have a positive attitude to school. He said he felt 'happy', 'confident', 'excited' yet 'calm'. He enjoyed literacy, numeracy and P.E., and claimed that he did not find any subject difficult. He thought that listening would help him to improve his work. He was a member of the school music/keyboard club. George named five adults in school whom he could talk to if necessary.

Although George responded well to praise, he sometimes treated it with cynicism. If the praise was not precise and sincere, he would *"shrug it off"* (CT). The effect of praise was relatively short term and depended on his mood at the time (CT interview).

George did not like to be told off. If he was reprimanded he would assume victimisation which would send him into a *"downward spiral"* of negativity. *"He seems to take negative criticisms easier than he does the praise* [sic.]*"* (CT interview).

George did not appear to have a large repertoire of emotions. The CT had not seen him upset or angry. Sometimes, however, he appeared *"a bit down"*. If he talked to a member of staff about anything that was troubling him, he was very matter-of-fact. Occasionally he would open up *"a bit"* to the TA, CT or SENCo (CT interview).

LACET had not been involved with George as far as the CT was aware.

4.3 Educational Attainments and School Attendance Summary

George was on the SEN register at 'school action plus' for reading, writing and spelling, and LBSS had been involved in supplying targets for these. SALT had also been involved. They had signed him off at the beginning of that school year, but the TA and SENCo still considered George's speech to be a problem (PEP; IEP; staff questionnaire).

The CT's main educational concern was George's transition to a different middle school from his classmates (CT interview, PEP, IEP). There may have been two reasons for this. The first may have been because the transition was imminent and he would be loosing his peer-support network. The second may have been because George had made sufficient progress to be placed on a group education plan rather than an IEP, and the move may have a negative effect on his educational progress.

In the EYP, George scored 67.33% (101 points), ranking 14th of 18 children. In the KS1 SATs, he only reached Government expectations in mathematics. However, George had made progress and in the Y4 QCA tests achieved Level 3b for reading, Level 3c for writing, and Level 3c for mathematics.

Although not mentioned as an educational concern during the CT interview, George's behaviour seemed to have become a problem. Previously he had shown a positive attitude towards his schoolwork, but around the time of the CT interview, George was experiencing emotional difficulties with a situation concerning his birth family. This had affected his attitude and behaviour in school. He had become difficult to motivate, sometimes refusing to work. He also seemed to have a problem controlling his behaviour and emotions. The CT did not think George had a very large repertoire of emotions. It may be that he kept his emotions in check to avoid displaying vulnerability and to maintain control.

No comments about the more recent difficulties were made on the staff questionnaires. They were not noted on the documents supplied by the school, the PEP (dated September 2004) or the IEPs (last one dated March 2005).

5. Discussion and Conclusion

The CT believed George was one of the most popular children in the class, but the SMS tests showed George was generally mid-rank. He was found to have

'neglected' SMS, although his rating profile appears similar to 'average' SMS for play, and possibly 'controversial' for work. 'Neglected' SMS implies low visibility (Coie *et al.*, op.cit.), but George's attention-seeking behaviour is unlikely to be of low visibility. His recent bout of moodiness, negative attitudes and provocative behaviour may have adversely affected his peer relationships (Kupersmidt & Dodge, 2004). Although George only had one reciprocal nomination for work, he did have three non-reciprocal play nominations, and he said he had a best friend (B/G-STEEM). Having one particular friend could prove to be a protective factor, i.e. through companionship providing comfort, support, pleasure, and enhancing self-esteem and self-worth (Dunn, 2004; Iwaniec, 2006). However, this would depend on the quality of that friendship (Bagwell, 2004; Kupersmidt & DeRosier, 2004). His social skills did not seem to be a cause for concern, and the staff described him as likeable.

At the time of testing, the indications were that George's LCB was between balanced and internal, and the staff concurred. The examination of his responses to PPNSIE and B/G-STEEM, highlighted potentially positive indications as far as education is concerned. However, George's responses to questions dealing with persistence were mainly external. This may be due to the multi-dimensional nature of the tests, as already mentioned, or it may signify LH (Iwaniec, op.cit.). If this is the case, and as LH has been associated with poor achievement at school, particularly if there are also problems with emotional well-being (Nolen-Hoeksema, 1986), the indications for educational attainment may not be so positive.

There appeared to be one particular aspect of internality that may have been an issue requiring some intervention. If, as the CT suspected, George was blaming himself for his family's problems, he may have needed some help towards developing a more balanced view. However, it may not have been appropriate to address this in a school setting.

George's S-E appeared to be high at the time of testing. If his classmates perceived him as being arrogant or conceited, two negative characteristics of high S-E, it may have affected his SMS (Baumeister *et al.*, 2003). However, the CT believed his S-E to be variable. George certainly had some negative self-perceptions, e.g. he did not believe he was as clever as his classmates. Together with the self-blame concerning his family circumstances, his fluctuating self-worth would seem to be consistent with the findings of Rudolph *et al.* (2005), i.e. concerning the association between

negative self-appraisals and emotional difficulties where there are relationship problems.

Difficulties experienced out of school appeared to have a negative effect on George's behaviour in school. At the time of the CT interview, George's behaviour had become more problematic and, according to the CT, is likely to have been caused by such difficulties. A placement change, the recent arrival of a new CT, his impending transfer to middle school are also likely to have contributed to his anxieties. George had become moody, less motivated, less able to concentrate, and his attitude to school and learning was less positive. His behaviour towards the CT and his peers could be described as 'challenging'.

George assumed victim-hood when reprimanded, and as such, his behaviour could be described as both needy and highly demanding of peers and staff. This may not only negatively affect his peer relations, his relationship with staff, and his educational attainment, it may be a symptom of attachment disorder (Schofield & Beek, 2006). Praise alone would be unlikely to improve George's behaviour or S-E as he seemed to accept negative criticism better than praise. Praise-givers would be likely to loose credibility if he felt undeserving of praise. Therefore, as Pajares (2006) suggests, praise should be for effort and persistence, and should, perhaps, be given privately rather than publicly to avoid any negative effects.

Although George was on the SEN register, the CT's main educational concern was George's transition to a different middle school from his classmates. The concerns noted on his IEP were for reading, writing and spelling. LBSS and SALT had been involved with George, but LACET had not. Even though SALT had signed him off, the TA and the SENCo continued to be concerned about his speech. It may be that George has delayed language as a consequence of maltreatment, which could negatively affect his social competence, mental health and academic achievement (Stock & Fisher, 2006).

George's language difficulties were highlighted in the EYP as the area where the most deficiency was shown. This appears to be reflected in the KS1 SATs as George only achieved the Government's expectation of Level 2 for mathematics. However, he had made progress and achieved Level 3 in each of the three subject areas by the end of Y4. Nevertheless, he was still one of the lower achievers in the class. Although his reading had improved and he had become more confident, he still seemed to have difficulties in some subjects. This may be due to George's

language difficulties. Concerns about language should, perhaps, centre not so much on reading, writing and spelling but on the more fundamental issue of language delay.

There were no concerns about George's school attendance.

The findings from this case study would seem to support research suggesting a strong association between learning and emotions and feelings, and the negative effect of anxiety and worry on information processing, motivation and memory (Cooper & Tiknaz, 2007).

6. Hypotheses generation: one potentially modifiable SL issue

In this specific classroom context, in terms of SMS, LCB and S-E, George's emotional well-being is associated with his LCB and S-E.

Case 10 – Wendy's Story

1. Administrative and Biographical Information

Wendy was one of 29 children in this Y4 class of 12 boys and 17 girls. In tables and graphs, Wendy is referred to as 'S7/LAC'. At the time of testing, the children were seated in literacy ability groups determined by the teacher.

When the data were collected in 2005, Wendy had been looked-after for between five and six years.

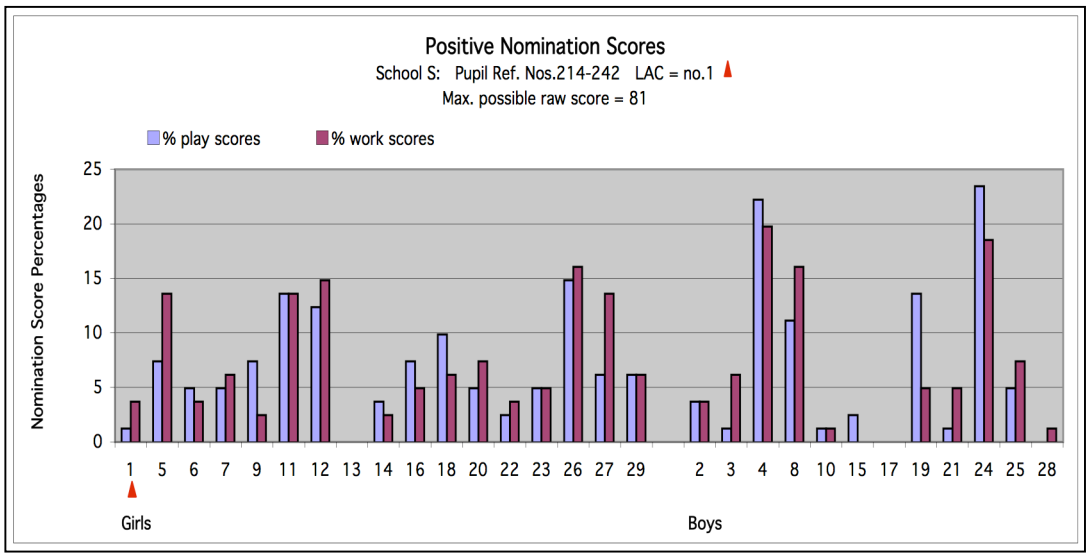
2. Social Perceptions in the Classroom

2.1 Sociometric Status

2.1.1 Findings: positive nominations and smiley-face rating scales

Wendy ranked 23rd in the play nominations, scoring 4.9 below the class mean (M=5.9, SD=5.0). She ranked 16th amongst the girls and was second lowest. In the work nominations, she ranked 19th with a score 3.2 below the class mean (M=6.2, SD=4.8), and ranked 12th amongst the girls (*FIG. 5.10A*). Wendy received one play nomination, which she reciprocated. The same child nominated her as first choice for work, but she did not reciprocate. There were no other nominations for work. Wendy was not sitting at a table with any of her choices.

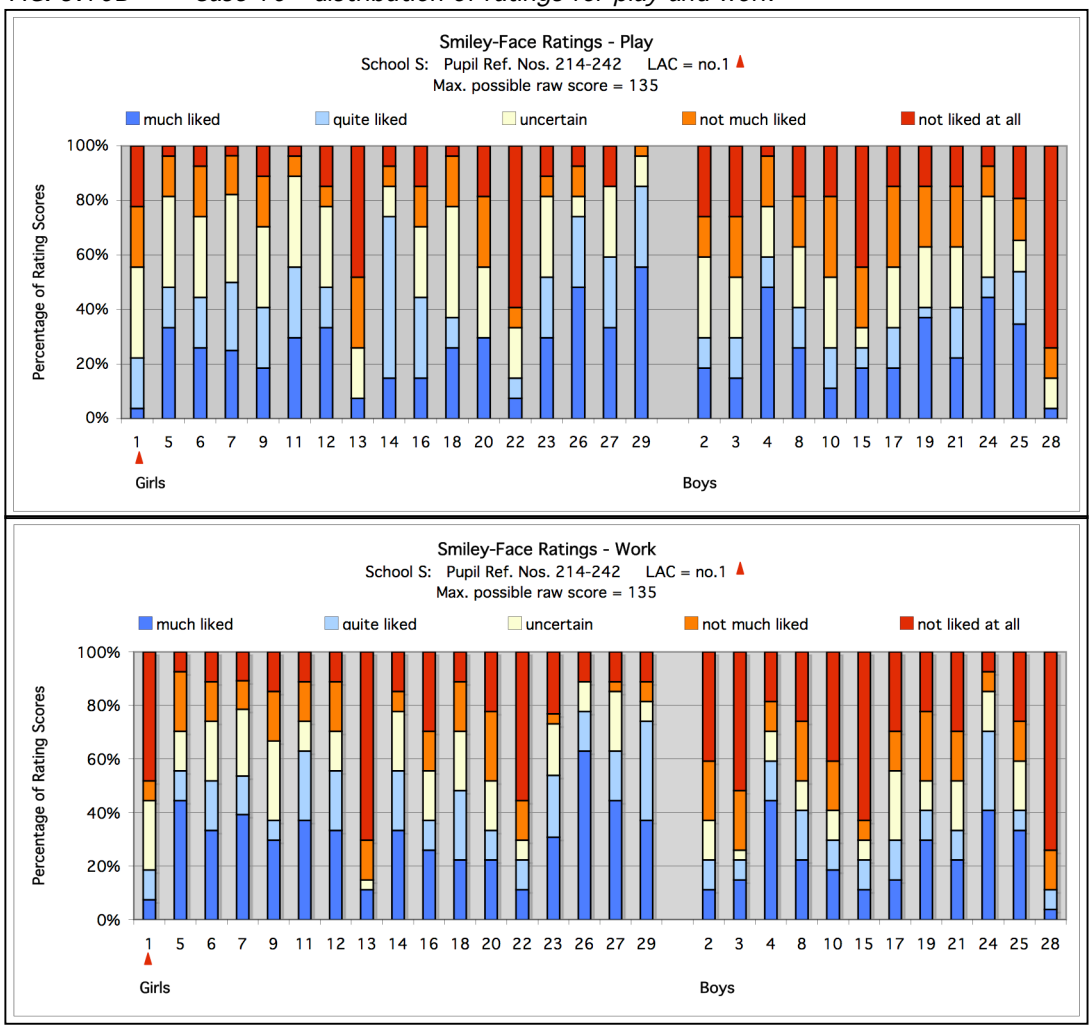
FIG. 5.10A *Case 10 - positive nomination results*



In the smiley-face ratings (*FIG.5.10B*), Wendy ranked 25th in the class for play, scoring 21.3 below the class mean (M=91.3, SD=17.5), and was 15th amongst the girls, the third lowest. She received one (3.7%) top rating, six (22.2%) bottom ratings, and nine (33.3%) 'uncertain' ratings.

Wendy ranked 24th for work, scoring 27.00 below the class mean (M=87.0, SD=19.3), ranking 15th amongst the girls. Wendy received two (7.4%) top ratings and 13 (48.1%) bottom ratings. According to the classification criteria (Coie *et al.*, 1982; Coie & Dodge, 1983), her SMS for work was 'rejected' (*Appendix 4*).

FIG. 5.10B Case 10 - distribution of ratings for play and work



Wendy tended to rate her classmates towards the top end of the scale for both play and work. She gave the top rating to 12 (42.8%) children for play, and to 14 (50.0%) children for work.

Wendy's rank within her class according to the SMS tests is shown in *Table 5.10a.*

Table 5.10a Case 10 - sociometric status results

girls boys LAC	Sociometric Status in Wendy's Class							
	Positive Nominations				Smiley-Face Ratings			
	Play		Work		Play		Work	
	rank	child	rank	child	rank	child	rank	child
Highest SMS One third of class	1	S24	1	S4	1	S29	1	S26
	2	S4	2	S24	2	S26	2	S24
	3	S26	3	S26	3	S4	3	S27
	4	S11	3	S8	4	S11	3	S29
	4	S19	5	S12	4	S24	5	S7
	6	S12	6	S5	6	S7	6	S5
	7	S8	6	S11	6	S14	6	S11
	8	S18	6	S27	8	S27	8	S4
	9	S5	9	S20	9	S5	9	S14
Middle SMS One third of class	9	S9	9	S25	10	S23	10	S6
	9	S16	11	S7	11	S12	10	S12
	12	S27	11	S18	12	S6	12	S18
	12	S29	11	S29	12	S18	13	S23
	14	S6	11	S3	14	S19	14	S9
	14	S7	15	S16	15	S25	15	S25
	14	S20	15	S23	16	S9	16	S19
	14	S23	15	S19	17	S16	17	S16
	14	S25	15	S21	18	S8	17	S8
	19	S14	19	S1	18	S21	19	S20
	19	S2	19	S6	20	S20	20	S21
Lowest SMS One third of class	21	S22	19	S22	21	S17	21	S17
	21	S15	19	S2	22	S2	22	S10
	23	S1	23	S9	23	S3	23	S2
	23	S3	23	S14	23	S10	24	S1
	23	S10	25	S10	25	S1	25	S3
	23	S21	25	S28	26	S15	26	S22
	27	S13	27	S13	27	S22	27	S15
	27	S17	27	S15	28	S13	28	S13
	27	S28	27	S17	29	S28	29	S28

2.1.2 Staff Consultation

The CT and TA did not think Wendy's classmates generally liked to play or work with her, although the DT and SENCo were uncertain. The TA, DT and SENCo made comments to the effect that her classmates needed to be prompted and encouraged to include her (staff questionnaire).

According to the CT, Wendy did not have strong relationships with any of her classmates, but she did not appear to have been left on her own at playtimes. The other children seemed to notice if she was *"at a loose end"* and would *"look after her"* (CT). The CT thought she was *"quite sociable"*. She did not appear to have a best friend and seemed able to amuse herself (CT interview).

The CT did not think Wendy had peer-relationship problems in the classroom. She was placed on a table next to a boy with behavioural difficulties. Although they often bickered, they also supported each other, particularly if there was a problem

with one of the other children (CT). However, Wendy could be *"spiteful"*, particularly when *"things are hard for her at home"* (CT). This was endorsed by the TA (staff questionnaire). She sometimes hid other people's belongings, and threatened to break friends (CT interview).

2.1.3 SMS Summary

Although the findings do not indicate that Wendy had particularly low SMS for play, the ratings analysis showed her to have 'rejected' SMS for work. She may, therefore, be considered at risk of social exclusion. Wendy's SMS was found to be in the lower third of the class. Although she had received one nomination in each setting, she only reciprocated a third-choice one. She received only one top rating for play, and two for work. 'Uncertain' and lower ratings were given by 21 (77.8%) of her classmates for play. According to the staff, her classmates needed to be encouraged to include her at playtimes. For work, she received the lowest rating from 13 children (48.2%).

Wendy seemed to like to play and work with over 50% of her classmates (smiley-face ratings), but she did not appear to have a best friend (CT interview; positive nominations).

3. Social Perceptions of Self

3.1 Locus of Control Beliefs

3.1.1 Findings

According to PPNSIE (*Table 5.10b*), Wendy had an external LCB score of 17. This was 3.0 above the class mean (M=14.0, SD=3.3). The B/G-STEEM also found her to have external LCB tendencies. She scored 3, which was 1.6 below the class mean (M=4.6, SD=1.0).

Table 5.10b Case 10 – PPNSIE results

PPNSIE SCORES (max. possible score = 26)																Key: girl boy LAC										
towards externality ←																mid-point			→ towards internality							
22	19	19	17	17	16	15	15	15	15	15	15	14	14	14	14	13	13	13	12	11	11	11	9	9	7	
S6	S13	S23	S1	S14	S27	S7	S16	S18	S29	S10	S17	S11	S12	S2	S21	S20	S24	S28	S4	S5	S8	S15	S9	S3	S26	

There were a number of contradictory responses to the questions. A possible explanation is that Wendy was confused by seemingly duplicate questions (see *Appendix 17*). Examining her responses to the LCB questions, using PPNSIE's three factors, may help to identify potential areas for modification –

Factor 1 - Making people and things do what you want them to do.

Wendy responded externally to five of the seven PPNSIE questions in this category. She appeared to have some LH beliefs. She believed there was nothing she could do to make people like her. She felt there was nothing she could do to make amends if she did something wrong. Although she did not believe that thinking about what she was going to do makes things turn out better, Wendy did believe that thinking about a problem in order to deal with it, was a good thing to do. She made contradictory responses to the questions that wishing could make good things happen.

Factor 2 - Persistence in obtaining goals and dealing with powerful others.

Wendy responded externally to six of the eight PPNSIE questions in this category, and appeared to have some LH beliefs. However persistent she might be, Wendy believed she was unable to achieve what she wanted or to get her own way at home. She felt she could not make her friends do what she wanted. She also thought the other children were stronger than her.

Wendy did not believe that people would like her however she behaved, although she thought people were usually mean or unkind to her for no reason.

Wendy believed it was better to be lucky than to be clever.

Factor 3 - Relating to fate, luck and/or chance.

Wendy had a lucky number but not a lucky charm. She believed that you have to work at some things in order to be good at them.

There was a contradiction in Wendy's responses to the question about being blamed for something that was not her fault. This question appears in both PPNSIE and B/G-STEEM.

3.1.2 Staff Consultation

The staff believed Wendy showed internality in her general behaviour and in her learning. However, the DT commented that, *"she shows a great deal of internalising*

in school where perhaps we would expect her to be more emotional". The SENCo thought she could be *"very determined and focused"* (staff questionnaire).

The TA commented that Wendy could be spiteful occasionally (staff questionnaire), and according to the CT, Wendy did not want to take responsibility for her behaviour (CT interview). When reprimanded, she would go into a moody sulk. She took it personally, and the CT wondered if Wendy thought being told off meant that she was not liked any more, or even *"worthless"* (CT interview).

Wendy was very determined, very motivated, and worked *"very hard"* (CT). The CT was not sure whether Wendy realised how behind she was. She seemed to feel the need to let her teacher know just how hard she was working.

If she had not done something, e.g. her homework, Wendy would make up excuses. She did not always get the support she needed from home (CT).

3.1.3 LCB Summary

The staff considered Wendy's LCB to be internal, but both tests found her to be external at the time of testing. The responses to the education-related questions revealed that Wendy did not believe she could make her work better even if she really tried. This may be because she thought she was working very hard and therefore would not be able to work any harder. She thought it important for the CT to like her. She also believed the CT noticed if she worked hard.

3.2 Self-Esteem

3.2.1 Findings

B/G-STEEM found Wendy to have 'low' S-E on the day of the test (*Table 5.10c*). She scored 13, 2.0 below the class mean (M=15.0, SD=3.2).

Table 5.10c Case 10 - B/G-STEEM: S-E findings

B/G-STEEM	*The children's code numbers are shown in italics (LAC in red). School OA.*				
	Very Low S-E	Low S-E	Normal S-E	High S-E	Very High S-E
Girls	*7, 14, 16*	*1, 5, 9, 13, 27*	*18, 23, 29*	*3*	*6, 11, 20, 26*
Boys		*2, 17*	*4, 15, 24, 28*	*3, 8, 10, 21*	
Totals	**3**	**7**	**7**	**5**	**4**

Examinations of the S-E element of B/G-STEEM responses indicate potential areas where modification may have been beneficial. Not only did Wendy believe that she

was not as clever as her classmates, she believed mathematics was difficult and that she needed a lot of help. On the positive side, Wendy believed she was a good reader and that her teacher was pleased with her work.

3.2.2 Staff Consultation

Generally, the staff did not believe Wendy's S-E was high in either setting (staff questionnaire). In the CT's opinion, Wendy's S-E was *"very low"* (CT interview), although there had been some improvement.

The TA, DT and SENCo commented that Wendy did not accept praise readily (staff questionnaire). The TA also commented that she did not show much emotion. According to the DT, she found it difficult to be wrong and would sulk (staff questionnaire). According to the CT, Wendy appeared to be embarrassed by praise, and did not seem to want any reward. The CT gave an example - Wendy had just started to learn to play the flute. The CT was passing one day and heard her, She praised her, but *"she didn't like it, she wouldn't look at me... she was deadpan, no expression"* (CT). She liked stickers but did not show any emotion. Praise appeared to have little positive effect. It could even have a negative effect, *"actually quite often when you say she's doing something well, she will deliberately start to do something wrong. She will try and make it go wrong"* (CT interview).

3.2.3 S-E Summary

The staff believed Wendy's S-E was low (CT interview; staff questionnaire). This was confirmed by the B/G-STEEM results, which found her S-E to be 'low'.

According to the CT, praise did not appear to be effective in helping to improve Wendy's S-E. Sometimes it seemed to provoke a negative response, e.g. sabotaging something she had been praised for.

4. Educational Attainments and School Attendance

4.1 Findings

Early Years Profile

Wendy ranked 23rd in the class, scoring 68 points, 29.0 below the class mean (M=97.0). She scored between 35.0% and 60.0% in each of the six sections. Her highest score was in mathematics, and her lowest was language and literature (see *Table 5.10d* below).

The overall EYP scores for this class ranged from 64 to 131 from a possible maximum total of 150 (SD=23.0).

Table 6.10d Case 10 – EYP scores

Case 10	Early Years Profile (EYP) scores						
girl boy LAC	personal & social development	language & literature development	maths	knowledge & understanding	physical development	creative development	Score
S16	38	36	20	13	13	11	131
S6	34	33	19	15	16	12	129
S9	35	32	18	15	13	13	126
S14	36	33	15	17	13	11	125
S3	32	36	20	17	9	11	125
S4	34	35	17	17	11	11	125
S29	36	31	18	15	11	10	121
S12	35	35	15	12	10	10	117
S27	32	28	15	13	8	9	105
S11	25	28	15	14	10	11	103
S19	30	27	14	14	10	8	103
S5	27	26	16	13	9	11	102
S8	27	26	17	13	10	9	102
S24	23	21	16	12	10	10	92
S25	22	21	14	10	11	9	87
S15	23	20	13	13	7	9	85
S20	20	23	10	11	7	8	79
S7	19	19	13	10	10	7	78
S18	24	18	11	8	7	7	75
S23	19	18	9	11	8	9	74
S17	15	19	12	10	9	7	72
S21	18	16	12	10	7	7	70
S1	**19**	**14**	**12**	**9**	**7**	**7**	**68**
S2	21	13	9	9	8	7	67
S13	14	14	11	7	9	9	64
max. possible score	40	40	20	20	15	15	150

KS1 SATs

Wendy only attained the Government's expectation of Level 2 for mathematics (National Curriculum Online, undated). She attained below Government expectations with Level 1 in reading and writing (*Table 5.10e*).

The scores in this class ranged from 10.3. to 21.0 (M=17.4, SD=3.1). Wendy had the lowest point score. Her score was 5.2 below the national average for all children, and 5.7 below the national average for girls.

Table 5.10e Case 10 - KS1 SAT Results

KS1 SAT Results 2003 – Wendy's Class (School S) *The children's code numbers are shown in italics (LAC in red).*						
	reading		**writing**		**maths**	
Level	girls	boys	girls	boys	girls	boys
3	*5, 6, 9, 11, 13, 14, 16, 26, 29*	*3, 4*	*9, 14, 16, 26, 29*	*3, 4, 8, 21*	*6, 7, 9, 14, 16, 26, 29*	*3, 4, 8, 15, 17, 21, 25, 28*
2a	*7, 18, 27*	*8, 17, 19, 21, 24, 28*	*5, 6, 7, 11, 27*	*24, 25*	*5, 11,12, 18*	*10, 19, 24*
2b	*12, 20, 23*	*25*	*12, 13, 18*	*19, 28*	*27*	
2c		*2, 15*	*20, 23*	*15*	*1, 13, 20, 23*	*2*
1	*1*	*10*	*1*	*2, 10, 17*		
w						

QCA Y3

No point scores are available for these tests. The levels are not directly comparable to KS1 SAT levels, and, as they are not statutory, there are no national statistics. Results were only available for Wendy.

Since the KS1 SATs, Wendy appeared to have made some progress in all three areas. By the end of Y3, she had achieved the standards expected at the end of KS1 (*Table 5.10f*).

Table 5.10f Case 10 - QCA Y3 achievements

Case 10 - Wendy	**Reading**	**Writing**	**Mathematics**
KS1 SATs	1	1	2c
QCA Y3	2c	2c	2a

QCA Y4

No point scores are available for these tests. The levels are not directly comparable to KS1 SAT levels, and, as they are not statutory, there are no national statistics.

Since the KS1 SATs, Wendy (S1/LAC) appeared to have made progress in all three areas (see *Table 5.9g*).

Table 5.10g Case 10 - comparison of KS1 SATs and Y3 & Y4 QCA results

SAT KS1 and QCA Y3 & Y4 Results – Wendy's Results									
	reading			**writing**			**maths**		
	KS1 SATs	QCA Y3	QCA Y4	KS1 SATs	QCA Y3	QCA Y4	KS1 SATs	QCA Y3	QCA Y4
S1 LAC	**1**	**2c**	**2b**	**1**	**2c**	**2b**	**2c**	**2a**	**3c**

School Attendance

In the year 2004/5, Wendy's attendance was 95%. This was approximately 0.4% above the national average for primary schools, and was the Countyshire average (*Table 5.10h*).

Table 5.10h Case 10 – class attendance

School Attendance Percentages – Wendy's Class (School S) 2004/5 National Average = 94.57% Countyshire Average = 95.00%												
Scores rounded to the nearest whole number						*The children's code numbers are shown in italics (LAC in red).*						
	100%	99%	98%	97%	96%	95%	94%	93%	92%	91%	90%	Below 90%
girls	*6, 9, 12, 16*	*23, 27*	*11, 20, 29*	*14, 26*	*13*	*1*	*5, 18*	*7*				
boys	*17*	*15, 21, 28*	*10, 24*	*4, 25*		*3*	*19*			*8*	*2*	
Totals	**5**	**5**	**5**	**4**	**1**	**2**	**3**	**1**	**0**	**1**	**1**	**0**

4.2 Staff Consultation and School Data: Educational Concerns

Wendy was on the SEN register at 'school action'. Unfortunately, no IEPs were available, and it was not mentioned on the PEP. According to the SENCo, Wendy was performing at below the average for her age, and was *"not reaching her potential"* (staff questionnaire). The SENCo thought the progress she had made was *"due to her determination"* (staff questionnaire). Nevertheless, her literacy skills were *"weak"* according to the SENCo (staff questionnaire). The CT also commented that although Wendy tried hard, she was "*underachieving*" in all areas (staff questionnaire).

The CT did not think Wendy had any specific learning difficulties. She thought she was behind academically because of lack of support from home, particularly with reading. She had moved placements many times, including three that year, so there was also a lack of consistency (CT interview). The TA and DT were also concerned about the lack of *"consistent support"* Wendy received at home (staff questionnaires). The DT noted that Wendy would continue to need support at her next school *"from someone who empathises with her looked-after situation"* (staff questionnaire).

Wendy was in the lowest ability group in the class. She was also behind within that group. Although she was in Y4, Wendy, at the time of the CT interview (June 2005), had just completed the Y3 mathematics syllabus. Her reading had *"come on nicely"* (CT), but she had some difficulty with writing and spelling. In both the CT's and TA's opinion, Wendy's main problem was lack of self-confidence (CT interview; staff questionnaire). However, she seemed to be self-motivated, *"she just gets on and just works... it's like she shuts herself off"* (CT interview).

The concerns stated on her PEP were for social skills, and cooperation and S-E in particular. The PEP noted that Wendy could be *"dominating in a group situation"*, was sometimes *"reluctant to share",* and could be *"intolerant of peers"* (PEP). These could be factors influencing her relatively low SMS. Wendy seemed to have "*difficulties forming and maintaining relationships with other children*" (LACET Plan, 11.10.04). She had received support from LACET through a social skills group (one plan available, dated October 2004). The purpose was not only to increase her S-E, but to help her *"form relationships and interact with the other children in an appropriate way"* (LACET plan, ibid.). The CT thought Wendy had good relationships with the staff at school. The TA thought Wendy was a *"delightful child"* (staff questionnaires), and the PEP noted that she was usually of a *"cheery nature, keen to please adults and affectionate"* (PEP).

Generally, Wendy did not present any behavioural problems. However, she seemed to have been adversely affected by contact with her mother during the Christmas holidays. Since then, she had been *"naughty on a couple of occasions in school, and at times seems to be thoughtful and unhappy"* (LACET review).

Wendy's moods seemed to be constantly changing, according to the CT. The CT had observed Wendy being what was described as 'sad'. This tended to be when she was late for school. However, she could be affectionate, or giggly, or spiteful, *"there are different sides to her, but she doesn't change that much"* (CT interview).

The CT only witnessed one occasion when Wendy appeared angry and lost her temper. This was when she had fallen over in a gym lesson, and she started to cry. Wendy had said she *"just wanted to be with her mum"* (CT interview). Generally however, Wendy appeared in control of her emotions. The DT commented that Wendy appeared to be *"outwardly self-sufficient and independent"* and that *"it is*

worrying that she handles her 'regular' moves between carers so well (outwardly)" (staff questionnaire).

Contrary to the CT's opinion, the PEP claimed that Wendy thrived on praise and success (see section 3.2.2). The LACET plan appeared to concur with the CT. It suggested that Wendy did not believe the positive things said about her. Both the PEP and LACET documents noted that Wendy's S-E was low.

Although school attendance was not a problem, arriving late for school was an issue (CT interview; PEP). She was *"always late"*, and having apologised, she would *"come in and sit down and it kind of takes her the first hour, hour and a half, to warm up for the day"* (CT interview). The reason for the lateness was not revealed.

4.3 Educational Attainments and School Attendance Summary

The CT and SENCo's main educational concern was Wendy's apparent *"underachievement"* (CT). Although she appeared well motivated and seemed to work hard, her educational performance was below average for her age. The SENCo believed she was not working to capacity. Wendy's literacy skills were described as 'weak', and she had only recently completed the Y3 mathematics syllabus. There was also a concern about Wendy's lack of self-confidence. The staff seemed particularly concerned that Wendy was not getting enough support from home, especially with regard to reading (CT interview, staff questionnaires). The CT was also concerned about the number of placement moves Wendy had experienced during the year and the consequent lack of continuity.

Wendy achieved the third lowest EYP score in her class. Language and literature development appeared to be the area where she was most deficient. Since then, Wendy seemed to have continued performing amongst the lowest three children in the class. In the KS1 SATs, Wendy only matched Government expectations in mathematics. She had the lowest number of points in the class. Her score was below the national average for all children, and for girls. The QCA tests showed Wendy had made progress in all three subjects. However, she was still behind the majority of her classmates. She was third lowest in reading, joint second lowest in writing and maths.

Wendy's social skills were another concern, and she had received support for this from LACET. Her relationships with the staff were good, and she was keen to please.

Generally, Wendy's behaviour was reported as good, although her mood seemed to be constantly changing, and her S-E was noted as being low. Her behaviour appeared to be negatively affected following contact with her birth mother.

The CT used the words "*shuts herself off*" together with *"she just gets on and works"* (CT interview). This may indicate emotional avoidance, working hard so she does not have to think about things that may be troubling her.

Wendy appeared to like school, and particularly enjoyed art and mathematics. She felt she needed to improve her handwriting and drawing skills. She had begun to learn to play the flute and was a member of the school choir (PEP).

5. Discussion and Conclusion

Within this class, Wendy's SMS was relatively low generally, and she was found to be 'rejected' for work. According to the classification criteria (Coie *et al.*, op.cit.; Coie & Dodge, op.cit.), her SMS for play was inconclusive, but the profile seems to suggest she may be somewhere between 'controversial' and 'rejected'. She may, therefore, be at risk of social exclusion.

There were concerns about Wendy's social skills, which may have contributed to her low SMS. In group situations she could be domineering, moody, spiteful, reluctant to share, and intolerant of her classmates. She had received help with this through group work with LACET. As social difficulties are believed to be persistent (Coie & Dodge, ibid.), such intervention is particularly important to help enhance her SMS.

In the B/G-STEEM, Wendy indicted that she had a best friend. However, according to the staff she did not appear to have any particular friends and her classmates needed to be encouraged to play with her. It is possible that Wendy's friend may be in a different class, in a different year, or even in a different school (Coie, 2004). If this friendship was real, and depending on the quality of that friendship, this friend could prove to be a protective factor, i.e. companionship providing comfort, support, pleasure, and enhancing self-esteem and self-worth (Dunn, 2004; Kupersmidt & DeRosier, 2004; Iwaniec, 2006). However, it may be that

Wendy made a socially desirable response to that question as the LACET review mentioned that she had been unable to name any friends.

Wendy seemed to have had a good relationship with the staff. She was keen to please them, and she was described as a *"delightful child"* (TA) with a *"cheery nature"* (PEP). There were indications that she sought the CT's attention by seeking approval for her efforts with her work. These behaviours may have been a way of trying to compensate for her low SMS and inadequate social skills (Iwaniec, op.cit.).

At the time of testing, the indications were that Wendy's LCB tended towards the external. Although there were some contradictions, examination of her responses to PPNSIE and B/G-STEEM indicates that there were areas that may have benefited from some intervention. Wendy found it difficult to apologise, and any reprimand appeared to be taken as a personal criticism rather than disapproval of the behaviour. As she seemed to believe that others are in charge of her life, it is possible that she had acquired some beliefs and behaviours characteristic of LH.

As Wendy appeared to be in control of her emotions, i.e. she rarely showed any emotion, the staff seemed to assume that she had internal LCB. This may have been due to a misunderstanding of LCB. It is possible that Wendy would have benefited from emotional literacy training. The CT seemed concerned that Wendy appeared to take placement moves in her stride. This is could be considered particularly worrying as Wendy had experienced three placement moves in that school year alone. Difficulties at home, and following contact with her birth mother in particular, affected her mood and behaviour in school.

Wendy's S-E was found to be 'low' at the time of testing. It was low in respect of her relationships with her classmates and with her schoolwork, supporting the suggestion that those with low S-E tend to have negative attitudes generally (Baumeister *et al.*, 2003). Although the staff believed she had low S-E, the PEP claimed otherwise. This discrepancy may be due to the lapse of time between the drawing up of the PEP and the staff consultation. Wendy's responses to the education-related questions show that she may have benefited from some work to address her self-confidence and self-efficacy. Praise alone would be unlikely to achieve change, as Wendy appeared to distrust it and may believe she is unworthy of it (Pajares, 2006). The CT believed that if Wendy thought she was about to be praised, she would deliberately do something in order to avoid it, to sabotage the

impending praise. This could be a self-handicapping strategy (Pajares, ibid.), because she felt herself to be generally unworthy (Iwaniec, op.cit.), and it would confirm and perpetuate her negative self-image.

Self-appraisals are thought to be based on social judgements made by peers and significant others. They are therefore linked to SMS. Negative self-appraisals have been negatively associated with emotional well-being particularly for those with a history of abuse (Emler, 2001; Rudolph *et al.*, 2005), although it is not known whether this is the case with Wendy.

The main educational concern was Wendy's apparent 'underachievement' in all subjects. Despite appearing to be working hard and making some progress, the school test results indicate that she was not achieving Government expectations and was below the national average. The EYP highlighted language and literature development as an area of relative weakness. This is reflected in the end of KS1 and QCA tests. It may be that a speech and language assessment should have been conducted to identify problem areas and provide guidance. As Stock and Fisher (2006) point out, the longer it takes to identify language delay, the greater the risk of it being compounded.

Although she seemed to work hard, appearing to be well motivated, Wendy may have been using work as a displacement activity to avoid disturbing or troubling thoughts, and feelings of anxiety (Iwaniec, op.cit.; Schofield & Beek, 2006). It could also be a symptom of attachment disorder (Schofield & Beek, ibid.). As Wendy was not considered to have any specific learning difficulties, it is possible that she was working to the best of her ability, even though the SENCo believed Wendy was not working at full capacity. On the other hand, if she was not working as well as she could, she may be using a self-handicapping, or self-deceiving, strategy to avoid failure (Pajares, op.cit.). This could also be associated with S-E as mentioned earlier.

Although there were no concerns about school attendance, Wendy always arrived late. This seemed to cause her some distress, and she was unable to focus on her schoolwork for the first hour of the day.

6. Hypotheses generation: one potentially modifiable SL issue

In this specific classroom context, in terms of SMS, LCB and S-E, Wendy's emotional well-being is associated with her SMS, LCB, S-E, and educational attainment.

Case 11 – Helen's Story

1. Administrative and Biographical Information

Helen was one of 26 children in this Y3/4 class of 12 boys and 14 girls. In tables and graphs, Helen is referred to as 'TA15/LAC'. At the time of testing, the children were seated in ability groups determined by the teacher.

When the data were collected in 2005, Helen had been looked-after for between four and six years.

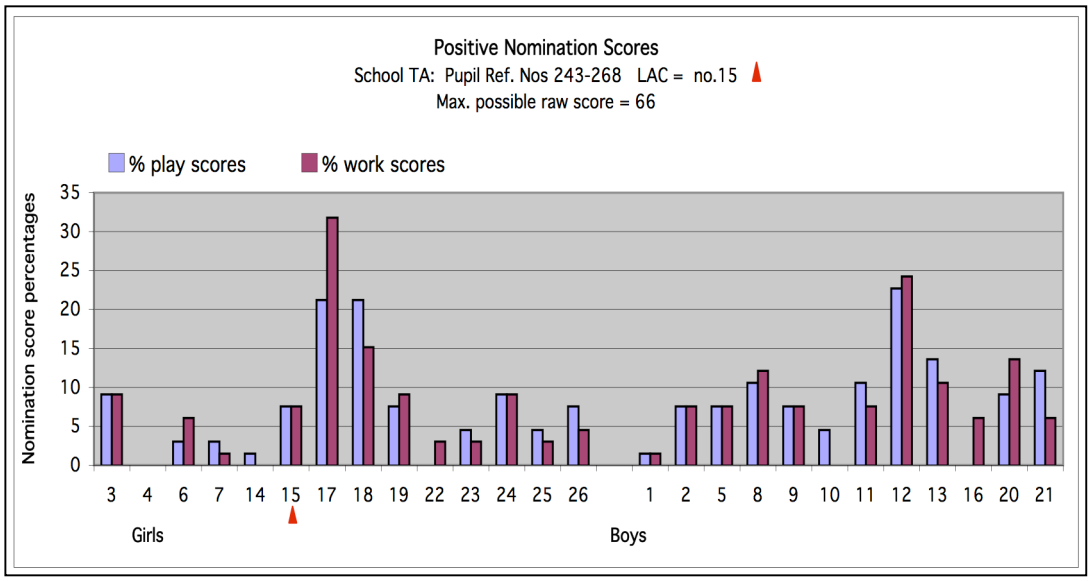
2. Social Perceptions in the Classroom

2.1 Sociometric Status

2.1.1 Findings: positive nominations and smiley-face rating scales

Helen ranked joint 11th in the play nominations, scoring 1.2 below the class mean (M=6.2, SD=4.2). She ranked joint fifth amongst the girls. In the work nominations, she ranked tenth with a score 1.2 below the class mean (M=6.2, SD=4.8), and ranked sixth amongst the girls (*FIG. 5.11A*). Helen received two nominations for play and for work. In each setting, her first choice was reciprocated with a first choice nomination by the same girl. Helen was sitting at a table with her first choice.

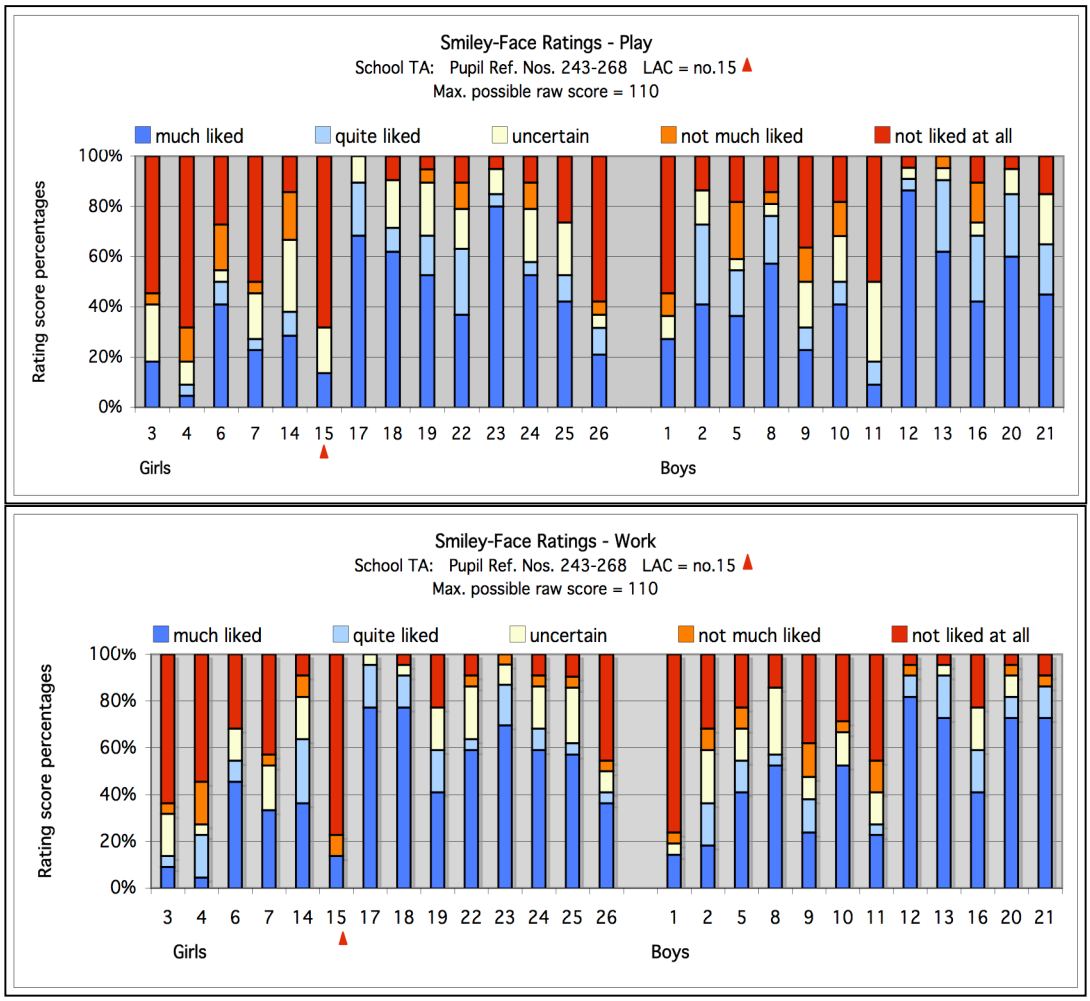
FIG. 5.11A *Case 11 - positive nomination results*



In the smiley-face ratings (*FIG. 5.11B*), Helen ranked 25th in the class for play, scoring 40.8 below the class mean (M=82.8, SD=17.6), and was 13th amongst the girls. She was the second lowest both within the class as a whole, and amongst the girls. She received three (13.6%) top ratings, 15 (68.1%) bottom ratings, and four (18.2%) 'uncertain' ratings. According to the classification criteria (Coie *et al.*, 1982; Coie & Dodge, 1983), her SMS for play was 'rejected' (*Appendix 4*).

Helen ranked joint 25th for work, scoring 53.0 below the class mean (M=89.0, SD=21.6), ranking 14th amongst the girls. She was the lowest both within the class as a whole, and amongst the girls. Helen received three (13.6%) top ratings and 17 (77.3%) bottom ratings. Her SMS for work was 'rejected' according to the classification criteria.

FIG. 5.11B *Case 11 - distribution of ratings for play and work*



Helen did not fully complete the ratings for play. This could have been because she did not understand the task, or because she lost interest. As she completed the work ratings it is unlikely to have been the former. For work, she tended to award top ratings to her classmates. She gave the top rating to 20 (80.0%) children, and the lowest rating to five (20.0%) children.

Helen's rank within her class according to the SMS tests is shown in *Table 5.11a.*

Table 5.11a Case 11 - sociometric status results

girls boys LAC	Sociometric Status in Helen's Class							
	Positive Nominations				Smiley-Face Ratings			
	Play		Work		Play		Work	
	rank	child	rank	child	rank	child	rank	child
Highest SMS One third of class	1	TA12	1	TA17	1	TA12	1	TA17
	2	TA17	2	TA12	2	TA13	1	TA23
	2	TA18	3	TA18	3	TA23	3	TA18
	4	TA13	4	TA20	4	TA17	3	TA12
	5	TA21	5	TA8	4	TA18	5	TA13
	6	TA8	6	TA13	4	TA20	6	TA20
	6	TA11	7	TA3	7	TA2	7	TA21
	8	TA3	7	TA19	8	TA8	8	TA24
Middle SMS One third of class	8	TA24	7	TA24	9	TA19	9	TA22
	8	TA20	10	TA15	10	TA21	10	TA25
	11	TA15	10	TA2	11	TA10	11	TA14
	11	TA19	10	TA5	12	TA5	12	TA8
	11	TA26	10	TA9	13	TA24	13	TA19
	11	TA2	10	TA11	14	TA16	13	TA16
	11	TA5	15	TA6	15	TA6	15	TA6
	11	TA9	15	TA16	15	TA22	16	TA5
	17	TA23	15	TA21	17	TA14	17	TA10
	17	TA25	18	TA26	18	TA25	18	TA26
Lowest SMS One third of class	17	TA10	19	TA22	19	TA9	18	TA2
	20	TA7	19	TA23	20	TA7	20	TA7
	20	TA6	19	TA25	21	TA1	21	TA9
	22	TA14	22	TA7	22	TA11	22	TA11
	22	TA1	22	TA1	23	TA3	23	TA4
	24	TA16	24	TA10	24	TA26	24	TA3
	24	TA22	24	TA14	25	TA15	25	TA15
	24	TA4	24	TA4	26	TA4	25	TA1

2.1.2 Staff Consultation

The CT, TA, DT and SENCo thought Helen's classmates generally liked to play and work with her (staff questionnaires). The DT commented that Helen played with a group of friends.

According to the CT, Helen was generally accepted by her classmates on the playground and in the classroom. Although she was in Y4, she tended to play with

the Y3 children, as her maturity was more on their level. There was a group she tended to play with, but others would have included her if she had wanted to play with them (CT interview).

Generally, Helen would work alongside the lower ability children, and particularly with one who was of similar ability. Occasionally a few more-able children would be asked to work with her so they could help her with the reading, and they were happy to do this. They appeared quite keen to help her (CT interview).

2.1.3 SMS Summary

In both play and work settings, Helen appeared to have a best friend in this class, girl TA3, a child also found to have 'rejected' SMS. Helen was mid-rank in the positive nomination SMS test, but she ranked second lowest in the play ratings and lowest for work. The staff believed her classmates accepted her, and the CT did not identify her as being one of the least popular. Although her classmates may have accepted her, it appears that she was not well liked, and she was found to have 'rejected' SMS in both settings. This may have been because of her developmental and emotional immaturity. She was inclined to play with younger children, and tended to tell tales to her classmates' parents. Helen may be at risk of social exclusion.

3. Social Perceptions of Self

3.1 Locus of Control Beliefs

3.1.1 Findings

According to PPNSIE (*Table 5.11b*), Helen had a balanced LCB score of 13. This was 1.7 above the class mean (M=14.7, SD=2.8). The B/G-STEEM also found her to have 'normal' LCB tendencies. She scored 4, which was 0.9 below the class mean (M=4.9, SD=1.8).

Table 5.11b Case 11 - PPNSIE results

PPNSIE SCORES (max. possible score = 26)													Key: girl boy LAC									
towards externality ←													mid-point					→ towards internality				
20	20	18	18	17	17	16	16	16	16	14	14	14	13	13	13	13	13	12	12	12	11	10
TA19	TA21	TA22	TA1	TA24	TA20	TA4	TA7	TA12	TA16	TA3	TA17	TA23	TA25	TA15	TA2	TA5	TA10	TA6	TA26	TA13	TA9	TA11

There were contradictory responses to questions concerning whether other people were mean to her because of something she had done.

Examining Helen's responses to the LCB questions, using PPNSIE's three factors, may help to identify potential areas for modification, although there were some contradictory responses –

Factor 1 - Making people and things do what you want them to do.

Helen believed she could make other children like her and that she could stop them from hurting her, but she did not think she could stop another child from being her 'enemy'. She also thought there was nothing she could do about a 'person' who does not like her. This sounds confusing, but there are a number of possible explanations. A 'person' may have been taken to mean an adult as opposed to a child. The action she may take with someone, child or adult, could be to avoid them, to inform a trusted adult or to make either an aggressive or a friendly approach. Then again, she may not have understood the questions.

Helen did not believe she could make right something she had done wrong. She did not believe that thinking about what she does makes her actions turn out better, and she thought the best way to handle a problem was to ignore it. She believed wishing can make good things happen.

Factor 2 - Persistence in obtaining goals and dealing with powerful others.

Helen's responses to these questions tended to be external. She did not believe that persistence worked when she wanted something. She felt she could not get her own way at home. These could be described as LH beliefs. However, she believed she could get her friends to do what she wanted.

Factor 3 - Relating to fate, luck and/or chance.

Although Helen had a lucky charm, she did not have a lucky number. She believed that being good at something, e.g. running, is innate. She felt she was often blamed for things that were not her fault.

3.1.2 Staff Consultation

The four staff believed Helen showed internality with regard to general behaviour. The TA found her to be *"a very happy child and very polite"*. The DT commented that although Helen's general behaviour had improved, she still needed to be reminded occasionally (staff questionnaires).

The CT did not think Helen took much responsibility for her behaviour, she had a *"very, very immature way of looking at things"* (CT). She could be friendly, but she could also be spiteful and silly. The CT said she was also *"capable of stirring things"* between her classmates and their parents. She appeared to have little idea about the consequences of her behaviour. However, she was generally behaved well (CT interview).

Unlike the other staff, the TA did not think Helen showed internality for learning. The DT mentioned that Helen needed support across the curriculum (staff questionnaires).

Although Helen was keen and interested in the learning activities in the classroom, she had very little understanding. She found it difficult to achieve without support. The CT thought that although she was easily distracted, she did try hard with her work and did not *"mess about*". If she was unable to do something, she tended to sit and smile, waiting for someone to come and help her (CT interview).

3.1.3 LCB Summary

Assuming Helen understood the questions, the PPNSIE and B/G-STEEM results indicate that Helen had a balanced LCB.

As far as education is concerned, Helen believed that getting the teacher to like her was important, and that her teacher noticed when she worked hard. However, she thought it better to be lucky than to be clever.

Helen's general behaviour was described as good (PEP, staff questionnaires, CT interview). However, there appeared to be some confusion among the staff about Helen's LCB. Generally it was felt she exhibited some internality in her behaviour, but comments were made that she needed to be reminded about behaviour.

Remarks made during the CT interview revealed that Helen tended to external LCB for learning. She needed, and relied on, support. If she could not do something she would sit back and wait for help to come. She understood the power adults can have and she sometimes tried to manipulate that to her own advantage, particularly with parents of her classmates.

3.2 Self-Esteem

3.2.1 Findings

B/G-STEEM found Helen to have 'low' S-E on the day of the test (*Table 5.11c*). She scored 12, which was 4.3 below the class mean (M=16.3, SD=3.2).

Table 5.11c Case 11 - B/G-STEEM: S-E findings

B/G-STEEM	*The children's code numbers are shown in italics (LAC in red). School TA.*				
	Very Low S-E	Low S-E	Normal S-E	High S-E	Very High S-E
Girls	*6, 19*	*15*	*3, 7, 17, 22*	*4, 25, 26*	*23, 24*
Boys		*2, 9*	*5, 12, 20*	*16*	*1, 10, 11, 13, 21*
Totals	**2**	**3**	**7**	**4**	**7**

Examining the S-E element of B/G-STEEM responses may help to identify potential areas for modification. Although she agreed that the other children liked playing with her, and that she had a best friend, she did not believe she was as clever as them. She thought her work, including mathematics, was generally good, except for reading. She did not think she was good at running, and she did not believe she was good at looking after herself. Again, without having been able to talk to her about it, it is impossible to know whether Helen fully understood the questions, or the task.

3.2.2 Staff Consultation

All four staff thought that Helen's S-E was high for both play and work. The DT said Helen was *"very proud of all her achievements"* (staff questionnaires).

The CT found it difficult to answer this question, and did not think that Helen considered herself "*any better or worse than anybody else in the class*" (CT interview).

3.2.3 S-E Summary

Although the B/G-STEEM found Helen to have low S-E on the day of testing, the staff did not seem concerned about her S-E. This may be because Helen did not fully understand the questions, or because she usually appeared to be happy in school.

4. Educational Attainments and School Attendance

4.1 Findings

Early Years Profile

Helen had the lowest score in this class, 56.8 below the class mean of 73.8. She scored 11.3% in total, and between 0% and 20.0% in each of the six sections. Her highest score was in physical development, and her lowest was mathematics. (see *Table 5.11d* below).

The overall scores for this class ranged from 17 to 110 from a possible maximum total of 150 (SD=23.7).

Table 6.11d EYP scores

Case 11	Early Years Profile (EYP) scores						
girl boy LAC	personal & social development	language & literature development	maths	knowledge & understanding	physical development	creative development	Score
TA24	32	35	12	10	11	10	110
TA20	31	24	14	12	12	10	103
TA23	29	20	15	11	11	10	96
TA12	26	22	13	13	11	9	94
TA10	29	21	12	12	8	10	92
TA17	24	24	15	9	11	8	91
TA26	22	23	15	9	10	10	89
TA13	22	20	15	12	9	10	88
TA25	28	19	8	10	7	8	80
TA18	21	19	10	7	11	9	77
TA5	23	16	6	10	6	10	71
TA14	21	17	6	5	8	8	65
TA22	19	17	6	7	7	8	64
TA2	19	13	6	7	8	9	62
TA19	13	10	10	8	8	9	58
TA4	13	14	10	6	7	6	56
TA9	15	12	8	6	5	7	53
TA3	13	9	2	2	5	6	37
TA15	7	4	0	1	3	2	17
max. possible score	40	40	20	20	15	15	150

KS1 SATs

Helen was disallowed from the SATs.

QCA Y3 - No data were available.

QCA Y4 – Not applicable

School Attendance

In the year 2004/5, Helen's attendance was 94.0% (*Table 5.11e*). This was 0.6% below the national average for primary schools, and 1.0% below the Countyshire average.

Table 5.11e Case 11 – class attendance

School Attendance Percentages – Helen's Class (School TA) 2004/5 National Average = 94.57% Countyshire Average = 95.00%												
Scores rounded to the nearest whole number						*The children's code numbers are shown in italics (LAC in red).*						
	100%	99%	98%	97%	96%	95%	94%	93%	92%	91%	90%	Below 90%
girls					*25*	*17*	***15**, 24*		*3, 23*	*19*		*4, 14, 18, 22, 26*
boys		*2, 9, 13, 20, 23*			*5, 11, 12*					*1*		*10*
Totals	0	5	0	0	4	1	2	0	2	2	0	6

4.2 Staff Consultation and School Data: Educational Concerns

Although a copy of Helen's SEN statement was not available, it seems, from the consultation with the staff, and the PEP, that Helen's difficulties centred on language delay and cognitive development. She had problems with verbal communication in general, and speech and pronunciation in particular. Further difficulties appeared to be phonics and the retention of information.

The DT and SENCo commented that Helen needed continual support in all curriculum areas, but particularly for literacy and numeracy. The DT commented further that Helen's delayed language affected her access to the wider curriculum (staff questionnaires).

The SENCo believed Helen was functioning a long way behind her peers educationally. The DT commented that she would need SSA support throughout her school career, and that a support package would be required on transition to middle school (staff questionnaires). Helen would not be going to middle school with the rest of her year group at the end of that year. The CT felt she was not

ready for the move either developmentally or emotionally, so she was to spend an extra year at the school (CT interview).

Helen's speech was unclear and was like that of a four year old, according to the CT. She was unable to make all the letter sounds and blends, and this affected her reading and writing (CT interview). She was to be assessed by SALT, according to the DT (staff questionnaire). She was working at the *"poor end of Y1"* (CT interview), and was unable to do much without support. Her general cognition was very poor, *"she doesn't understand"* (CT interview).

Although Helen's reading and spelling had improved, she was still well below average for her age, performing below NC Level 2. Her handwriting, however, had *"completely changed"* (CT interview) during that year. It had become much neater. Generally, progress was made in *"minute"* steps, but to Helen those steps were huge (CT interview).

Helen was either very happy and cheerful or very sad and confused. She usually sought attention when she was upset. She was particularly confused by weekends and school holidays, thinking that she would be leaving school for good, which would make her very upset. Helen would quite often misunderstand things that were said to her, she *"gets the wrong end of the stick about a heck of a lot"* (CT). She was rarely angry, but when she was it was usually because she had misunderstood something. By being distracted, she could change rapidly from being very upset to being very happy.

Helen was very fond of the teachers and the SSA. The same SSA had been with her since she started school. Helen was very polite, but *"she's also aware that adults hold the power... she's aware of how to use adults"* (CT interview).

Helen responded well to praise, *"she lights up like a Christmas tree!"* (CT). She was excited by her own achievement. Although the effect could last up to a week on occasions, the CT thought it was short-lived.

Two of the concerns on the PEP were Helen's low S-E and low self-confidence. A further concern, which may be related to LCB and S-E, was a re-emergence of sexualised behaviour. The PEP noted that family issues not only had an effect on her emotional and social well-being, but they also *"impacted on 'Helen' in school"* (PEP).

LACET had been involved with Helen, but the CT was not sure of the details.

4.3 Educational Attainments and School Attendance Summary

> "*She cannot achieve in a classroom without support... she's had a lot of support this year, a lot of differentiation so that she's been involved in absolutely everything that we've done ... without that sort of heavy input she would flounder"* (CT interview).

Helen had an SEN statement for difficulties involving developmental language, cognitive and emotional delays. Her speech and cognition were particularly problematic as they affected her access to the whole curriculum. Her receptive and expressive language was very poor, and she had difficulty understanding the world around her. Helen needed support across the curriculum (staff questionnaires; CT interview), and she had been disallowed from the statutory tests. Helen had made some educational progress, notably with handwriting and reading, but it was very slow. She was performing well below the majority of her classmates (CT interview).

Helen's behaviour was generally good, however, there was concern relating to the re-emergence of sexualised behaviour (PEP). Further concerns about her low S-E, emotional and social well-being, and low self-confidence were also made on the PEP, although the staff did not refer to them in the consultation.

No concerns were voiced regarding Helen's school attendance.

5. Discussion and Conclusion

Within this class, although Helen appeared to be accepted on the surface, her peers did not particularly like her, and her SMS was found to be 'rejected'. Helen was not reported as having the disruptive or aggressive behaviours usually associated with 'rejected' SMS, but she did display help-seeking tendencies, which are also associated with rejection (Coie *et al.*, op.cit.). On occasions, she also tried to cause trouble between classmates and their parents, which may have caused some resentment. The PEP reported that there were no concerns regarding relationships with her peers, and the staff believed her to be accepted. However, rejection is not always apparent. There is not always victimisation, and the rejected child may even have positive relationships with a small number of specific children (Sandstrom & Zakriski, 2004). On the positive side, it seemed that her classmates did try to include her, and she did have a best friend. Depending on the quality of that friendship, this friend could prove to be a protective factor, i.e. companionship

providing comfort, support, pleasure, and enhancing self-esteem and self-worth (Dunn, 2004; Kupersmidt & DeRosier, 2004; Iwaniec, 2006).

It seems that Helen preferred to consort with younger children at that time. This may be because of her developmental delays, her immaturity. It leads to the question of whether the age gap between her and her companions will become progressively wider, thereby taking her further away from her peers. Unfortunately, 'rejected' SMS has been found to be stable, at least over five years, according to Coie and Dodge (op.cit.), so this may have serious implications for Helen in respect of future social inclusion.

Helen was reported to have good relationships with the staff. She was generally well-behaved, although she occasionally needed to be reminded to behave appropriately. Helen was polite, but she could also be manipulative both with adults and classmates, and she was attention-seeking.

At the time of testing, the indications were that Helen's LCB was generally balanced. Because of the cognitive problems highlighted by the CT, her scores should be treated with some caution. The examination of her responses to PPNSIE indicated that there were areas that may have benefited from some intervention, but without further investigation it would not be prudent to surmise. However, the CT indicated that Helen took little responsibility for her own learning, and this may have been an area for improvement.

Helen's S-E was low at the time of testing, and according to the PEP, she had low self-confidence. The re-emergence of sexualised behaviour may indicate underlying emotional problems that may impact on her S-E and self-confidence. It is possible that such behaviour is due to abuse, which has been linked to negative self-perceptions (Rudolph *et al.*, 2005). In particular, it may be associated with sexual abuse with the child associating any kind of affection with a sexual relationship, although this is not necessarily the case (Schofield & Beek, 2006). Helen's low S-E may be a realistic understanding of her own shortcomings, or it may stem from a sense of insecurity and inferiority (Baumeister *et al.*, 2003). Helen responded well to praise, but her S-E and self-confidence may have benefited from more focused classroom intervention. Potentially, social skills training may not only provide the skills to enhance S-E and self-confidence, but also to improve SMS (Iwaniec, op.cit.).

Emotionally, Helen appeared to be immature and, according to the PEP, this was thought to affect her social well-being. She seemed to have a limited range of emotions and was either happy or sad. Some emotional literacy input may have been advisable. Family issues also affected her emotional well-being.

Helen had a SEN statement for difficulties concerning language, cognitive and emotional developmental delays. She had problems with receptive and expressive language and general cognition, making access to the whole curriculum problematic. Her EYP scores were very poor in all areas, and she had been disallowed from SATs. Although she did make progress, it was very slow and was achieved in very small steps. Because of her immaturity, Helen was not transferring to middle school with her peer group. It was thought she would benefit from another year in 'this' school.

The difficulties experienced by Helen included phonics. Not only was poor memory an issue, but she had problems identifying letter sounds and blends. It could be that Helen had a hearing deficit, although no mention was made of any medical problems on the PEP. Helen was due to have a speech and language assessment, but a hearing assessment may have been advisable too.

In respect of LAC, the reason for Helen's developmental delays may, or may not have been the result of difficult experiences (Golding *et al.*, 2006), or neurological damage caused by abuse (Gerhardt, 2004). The reason is probably not of great importance in the day-to-day business of education in the classroom. What would be helpful to the CT are the results of the speech, language and hearing assessments with the implementation of any necessary interventions, and specific advice on how to help Helen to progress her education.

There were no concerns about Helen's school attendance.

6. Hypotheses generation: one potentially modifiable SL issue

In this specific classroom context, in terms of SMS, LCB and S-E, Helen's delayed cognitive and language difficulties are associated with her SMS, LCB, S-E and educational attainment.

Case 12 – Tanya's Story

1. Administrative and Biographical Information

Tanya was one of 24 children in this Y2 class of 13 boys and 11 girls. In tables and graphs, Tanya is referred to as 'QB20/LAC'. At the time of testing, the children were seated in ability groups determined by the teacher.

When the data were collected in 2005, Tanya had been looked-after for between two and three years.

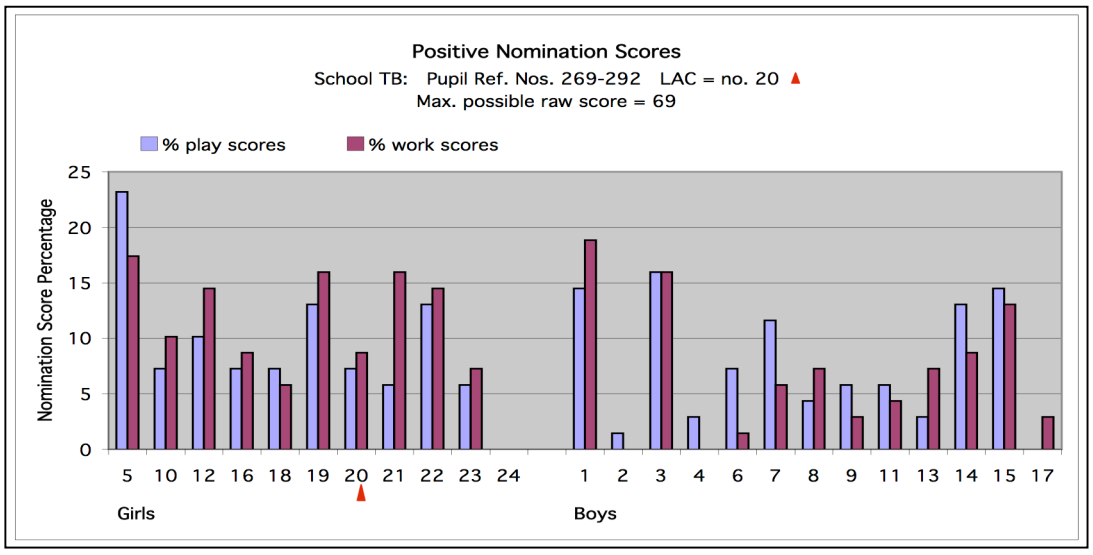
2. Social Perceptions in the Classroom

2.1 Sociometric Status

2.1.1 Findings: positive nominations and smiley-face rating scales

Tanya ranked tenth in the play nominations, scoring 1.0 below the class mean (M=6.0, SD=3.9). She was joint fifth amongst the girls. In the work nominations, she ranked tenth with a score 0.2 below the class mean (M=6.2, SD=4.1), and was joint seventh amongst the girls. Tanya received two play nominations and three for work (*FIG. 5.12A*). Two of her play choices, and one of her work choices were reciprocated. She was one of a triad for play. One of the reciprocal nominations was from the same child in each setting, and they were sitting at the same table.

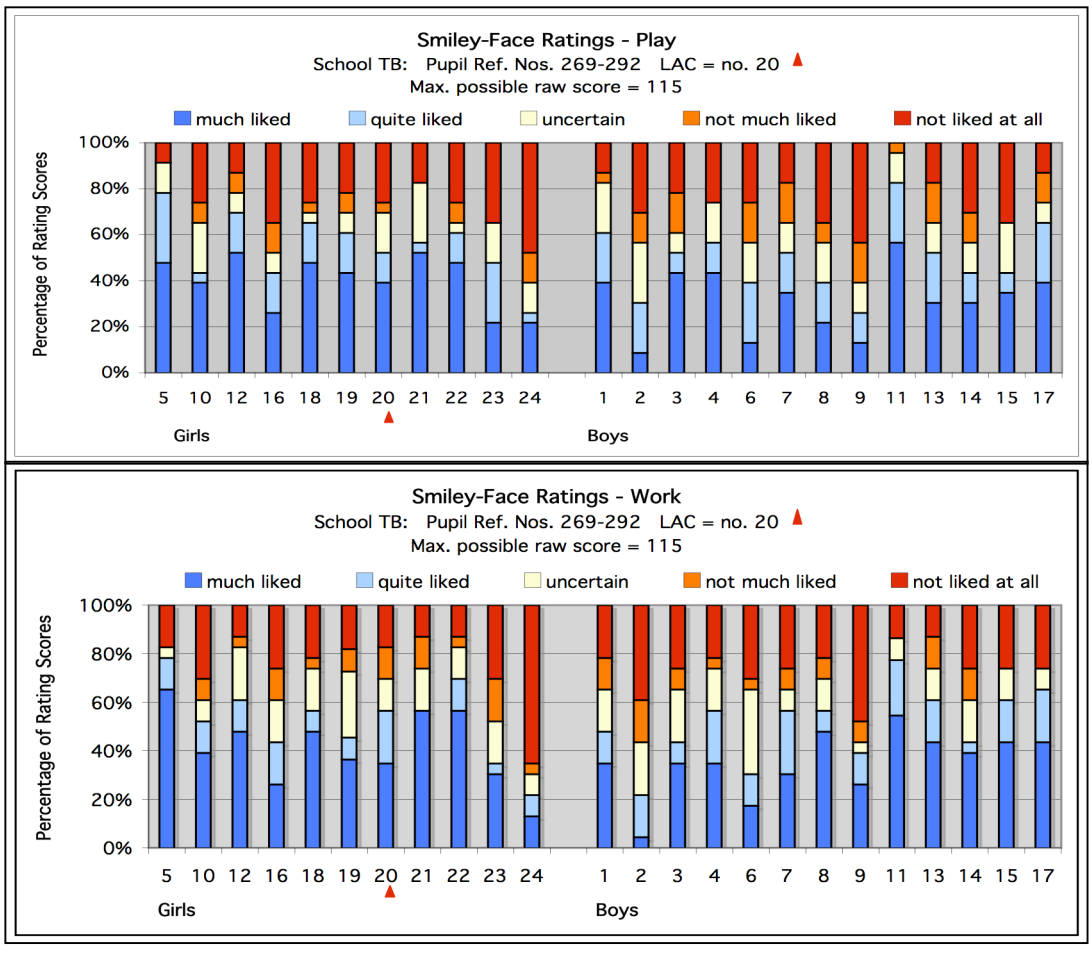
FIG. 5.12A Case 2 - positive nomination results



In the smiley-face ratings (*FIG. 5.12B*), Tanya ranked 11th in the class for play, scoring 2.0 below the class mean (M=79.0, SD=11.5), and was seventh amongst the girls. She received nine (39.1%) top and ten (26.0%) bottom ratings and few middle ratings. Her SMS for play was 'average' according to the classification criteria (Coie *et al.*, 1982; Coie & Dodge, 1983) (see *Appendix 4*).

Tanya ranked 11th for work, scoring 0.1 below the class mean (M=79.1, SD=11.6). She ranked sixth amongst the girls. Tanya received eight (34.7%) top and four (17.3%) bottom ratings, and few middle ratings. According to criteria used by Coie and Dodge (ibid.) this may indicate 'average' SMS (see *Appendix 4*).

FIG. 5.12B Case 12 - distribution of ratings for play and work



For play, Tanya gave 13 (56.5%) children the top rating, and six (26.0%) the bottom rating. For work, she rated at either end of the scale, and gave 14 classmates the top rating (60.8%), and eight (34.7%) the lowest rating.

Tanya's rank within his class according to the SMS tests is shown in *Table 5.12a.*

Table 5.12a Case 12 - sociometric status results

girls boys LAC	Sociometric Status in Tanya's Class							
	Positive Nominations				Smiley-Face Ratings			
	Play		Work		Play		Work	
	rank	child	rank	child	rank	child	rank	child
Highest SMS One third of class	1	TB5	1	TB1	1	TB11	1	TB5
	2	TB3	2	TB5	2	TB5	2	TB22
	3	TB1	3	TB19	3	TB12	3	TB11
	3	TB15	3	TB21	4	TB21	4	TB12
	5	TB19	3	TB3	5	TB1	5	TB21
	5	TB22	6	TB12	6	TB17	6	TB13
	7	TB7	6	TB22	7	TB18	7	TB18
	7	TB14	8	TB15	8	TB19	7	TB17
Middle SMS One third of class	9	TB12	9	TB10	9	TB22	9	TB8
	10	TB20	10	TB20	9	TB4	9	TB15
	10	TB10	10	TB16	11	TB20	11	TB20
	10	TB16	10	TB14	11	TB3	11	TB4
	10	TB18	13	TB23	11	TB7	13	TB1
	10	TB6	13	TB8	14	TB13	13	TB7
	15	TB21	13	TB13	15	TB10	15	TB10
	15	TB23	16	TB18	16	TB15	15	TB19
Lowest SMS One third of class	15	TB9	16	TB7	17	TB23	17	TB3
	15	TB11	18	TB11	17	TB14	17	TB14
	19	TB8	19	TB9	19	TB16	19	TB16
	20	TB4	19	TB17	20	TB6	20	TB23
	20	TB13	21	TB6	20	TB8	21	TB6
	22	TB2	22	TB4	22	TB2	22	TB9
	23	TB17	22	TB2	23	TB24	23	TB2
	23	TB24	22	TB24	24	TB9	24	TB24

2.1.2 Staff Consultation

The four staff believed Tanya's classmates liked to play with her. The TA and DT commented that Tanya was one of a small group of friends for play and work. The DT thought Tanya was friendly, cooperative, and mixed well (staff questionnaires).

According to the CT, Tanya had retained the friendships she made when she first started school. She had a *"very close group of friends"* (CT interview). If any of them fell out with her for some reason, she would find someone else to play with. She was not one of the most popular children in the class, but she was never left on her own, and she was never the last to be chosen by her classmates to be in a team. She was in the same ability group as two of her friends (CT interview).

2.1.3 SMS Summary

Tanya was friendly and cooperative, and mixed well. Her classmates liked to play with her, and she was one of a small group of friends for play and work (staff questionnaire). Although she was not one of the most popular children in the class,

she was never left on her own, and she was never the last to be chosen for a team (CT interview). She appeared to have 'average SMS in both settings.

The SMS test results corroborate the staff observations. Tanya had two reciprocal nominations for play and was part of a triad. She also received one reciprocal nomination for work. Both Tanya's positive nomination and rating scores were relatively close to the class mean. This showed her to be of mid-rank both within the class, and amongst the girls, for play and work. According to descriptions in *Appendix 4*, Tanya's SMS was 'average'.

3. Social Perceptions of Self

3.1 Locus of Control Beliefs

3.1.1 Findings

According to PPNSIE (*Table 5.12b*), Tanya had an external LCB score of 17. This was 2.4 above the class mean (M=14.6, SD=2.6). However, the B/G-STEEM found Tanya to have 'normal' LCB. She scored 4 in this test, which was 1.4 below the class mean (M=5.4, SD=1.3).

Table 5.12b Case 12 – PPNSIE results

PPNSIE SCORES (max. possible score = 26)																						Key: girl boy LAC
towards externality ←														mid-point					→ towards internality				
19	18	18	17	17	17	17	16	16	16	15	15	14	13	13	13	13	13	12	11	11	11	10
TB18	TB6	TB7	TB20	TB21	TB8	TB14	TB24	TB9	TB13	TB12	TB22	TB5	TB23	TB1	TB4	TB11	TB17	TB2	TB16	TB3	TB15	TB19

There were few contradictory responses to the questions. Examining Tanya's responses to the LCB questions, using PPNSIE's three factors, may help to identify potential areas for modification –

Factor 1 - Making people and things do what you want them to do.

Tanya appeared to have some LH beliefs. She did not believe she could do anything to make people like her. She felt she could do nothing to make amends when she did something wrong. She also believed that wishing could make good things happen. More positively, although she thought one of the best ways to handle a problem was not to think about it, Tanya did believe that thinking about what she was going to do makes things turn out better.

This may or may not be contradictory, but without further investigation it is not possible to understand her thinking.

Factor 2 - Persistence in obtaining goals and dealing with powerful others.

Tanya believed her behaviour affected whether or not people would like her. She felt she was unable to persuade her friends to do what she wanted.

Tanya believed her parents should not decide what she should do, and she did not think other people decided everything about her life. She thought that she was unable to get her own way at home, and that repeatedly asking for something was not effective.

Tanya did feel her teacher noticed when she worked hard, but she thought it better to be lucky than to be clever.

Factor 3 - Relating to fate, luck and/or chance.

Tanya seemed to believe in luck. She had a lucky charm and a lucky number. However, she did not believe that sporting ability, for example, is innate.

Tanya felt she was often blamed for things that were not her fault, and that when other children are mean to her, it is usually without reason.

3.1.2 Staff Consultation

The four staff thought Tanya showed internality in her general behaviour and in her learning. The TA and DT commented she did seem to take responsibility for her own behaviour (staff questionnaires). The CT agreed, as Tanya *"always wanted to present herself in the best light"* (CT interview), and was upset if reprimanded. Her behaviour was generally good, and she was only in trouble occasionally, for giggling or talking at the wrong time (CT interview).

Tanya was keen to do well. Improvements in her reading led to improvements in other curriculum areas. However, she appeared to take little pride in her work, *"it was the getting done that was important, not how it was done"* (CT interview).

3.1.3 LCB Summary

The PPNSIE results indicate that Tanya had tendencies to external LCB, and B/G-STEEM found her to be 'normal'. This discrepancy may be due to the relatively small number of LCB questions in the latter test (see Chapter 4).

There were positive indications regarding education. In addition to those mentioned above, Tanya believed it was important for the CT to like her, and that it is worth trying to win a game. Her responses to the education-related questions tend to bear out the CT's opinion that Tanya appeared to have internal LCB in her general behaviour in school and in her learning (CT interview; staff questionnaire). However, there were two inconsistencies, one from B/G-STEEM and the other from the CT interview. The first was that Tanya did not believe she could make her work better. The second were remarks concerning poor presentation of work. It could be that the two are related. The CT thought she took no pride in her work and that her aim was just to get her work finished. If so, it may be that her motivation was to please the CT rather than for her own satisfaction. Without further investigation it is not possible to know.

PPNSIE found Tanya to be external, and examining her responses, this would seem to have been the case. It may be that the types of questions in this test are multidimensional and not education- or school-focused.

3.2 Self-Esteem

3.2.1 Findings

B/G-STEEM found Tanya to have 'high' S-E on the day of the test (*Table 5.12c*). She scored 18, which was 1.7 above the class mean (M=16.3, SD=2.5).

Table 5.7c Case 4 - B/G-STEEM: S-E findings

B/G-STEEM	*The children's code numbers are shown in italics (LAC in red). School OA.*				
	Very Low S-E	Low S-E	Normal S-E	High S-E	Very High S-E
Girls	*24*		*5, 12, 22, 18*	*20, 23*	*16, 19, 21*
Boys	*9*	*3*	*1, 2, 6, 7, 8, 15*	*4, 11, 13, 14, 17*	
Totals	**2**	**1**	**10**	**7**	**3**

Tanya's responses to the questions tended to be positive. However, she believed she needed help and she thought numeracy was difficult.

3.2.2 Staff Consultation

The four staff agreed that Tanya's S-E was high for both play and work. Although the DT believed Tanya was aware of her weaknesses with regard to work, she

thought Tanya had high S-E, and enjoyed praise and encouragement (staff questionnaire).

The CT thought Tanya's S-E was variable, she went through *"highs and lows"* (CT interview). She was generally responsive to praise, and it seemed to have helped to improve her handwriting, according to the CT. However, she *"did not always smile at it, she was a little bit wary of it, as if it wasn't something she was quite really entitled to"* (CT interview).

3.2.3 S-E Summary

The four staff generally felt Tanya's S-E was not a cause for concern (CT interview; staff questionnaire). The CT, however, said Tanya's S-E was variable, although this did not seem to cause undue concern. Tanya was wary of praise and may have felt unworthy of it.

The B/G-STEEM found Tanya's S-E to be 'normal'. An examination of the S-E element of B/G-STEEM responses revealed only two negative items - Tanya believed she needed help and she found numeracy difficult. On the positive side, she believed she was as clever as her classmates, that her schoolwork and her reading were good, and that her teacher was pleased with her work.

4. Educational Attainments and School Attendance

4.1 Findings

Early Years Profile

Tanya's EYP score was joint second lowest by four points, 20.8 below the class mean (M=77.8). She scored 50.0% or below in each of the six areas. Language and literature development, and knowledge and understanding, were her poorest areas where she scored 27.5% and 30.0% respectively (see *Table 5.12d* overleaf).

The overall EYP scores for this class ranged from 53 to 125 from a possible maximum total of 150 (SD=18.0).

Table 5.12d Case 12 - EYP scores

Case 12	Early Years Profile (EYP) scores						
girl boy LAC	personal & social development	language & literature development	maths	knowledge & understanding	physical development	creative development	Score
TB21	38	32	15	16	12	12	125
TB1	31	24	13	11	8	11	98
TB19	33	22	10	14	8	9	96
TB8	25	24	13	15	8	9	94
TB12	23	22	12	12	8	10	87
TB15	19	24	13	17	6	8	87
TB18	19	24	13	13	7	9	85
TB23	21	21	13	14	7	8	84
TB13	26	20	11	13	6	8	84
TB22	21	23	10	12	5	9	80
TB7	24	21	7	12	7	8	79
TB2	14	19	12	12	7	7	71
TB16	14	17	9	9	8	9	66
TB3	15	16	11	11	6	6	65
TB14	15	15	12	10	6	7	65
TB17	10	17	14	12	4	8	65
TB20	**17**	**11**	**10**	**6**	**6**	**7**	**57**
TB10	12	13	10	6	6	10	57
TB4	13	14	7	11	4	8	57
TB9	10	13	10	10	4	6	53
max. possible score	40	40	20	20	15	15	150

KS1 SATs

Tanya attained the Government's expectation of Level 2 for reading, writing and mathematics (National Curriculum Online, undated). Nevertheless, She ranked joint 21st in the class and was joint second lowest among the girls (*Table 5.12e*).

Table 5.12e Case 12 - KS1 SAT Results

KS1 SAT Results 2004 – Tanya's Class (School TB) *The children's code numbers are shown in italics (LAC in red).*						
Level	**Reading**		**Writing**		**Mathematics**	
	girls	boys	girls	boys	girls	boys
3	*5, 16, 18, 19, 21, 22, 23*	*1, 3, 6, 8, 9, 11, 13, 15*	*16, 21*	*3, 6, 9*	*19,21*	*1*
2a	*12*	*14*	*18, 22*	*1, 14, 15*	*5, 18, 23, 24*	*3, 6, 11, 13, 14, 15*
2b	*10, **20***	*7, 17*	*12, 19, 23*	*8, 11, 13*	*22*	*9, 17*
2c	*24*		*5, 10, **20***	*7, 17*	*10, 12, 16, **20***	*4, 7, 8*
1			*24*	*2, 4*		*2*
w						

The lowest point score was 9.0 and the highest was 21.0 (M=16.6, SD=3.2). Tanya scored 12.3, which was 3.1 below the national average for all children in England, and 3.6 below the national average for girls.

QCA Y3 - Not applicable.

QCA Y4 – Not applicable.

School Attendance

In the year 2004/5, Tanya's attendance was 96.8% (*Table 5.12f* below). This was 2.2% above the national average for primary schools, and 1.8% above the Countyshire average.

Table 5.12f Case 12 – class attendance

School Attendance Percentages – Tanya's Class (School PB) 2004/5 National Average = 94.57% Countyshire Average = 95.00%												
Scores rounded to the nearest whole number						*The children's code numbers are shown in italics (LAC in red).*						
	100%	99%	98%	97%	96%	95%	94%	93%	92%	91%	90%	Below 90%
girls		*21*	*5, 12*	*18, 19*	*20*	*24*		*16*	*22, 23*			*10*
boys		*1, 4, 7, 14, 17*	*2, 3, 11, 15*		*6, 9*					*8, 13*		
Totals	0	6	6	2	3	1	0	1	2	2	0	1

4.2 Staff Consultation and School Data: Educational Concerns

Tanya was not on the SEN register. The TA had no concerns and the SENCo did not respond to this question. The DT thought Tanya was making *"good progress"*. Although not required to comment on the questionnaire, the CT voiced concerns about Tanya's handwriting and written presentation (staff questionnaires). The only educational concern stated on Tanya's PEP was for the need for support to enable her to complete tasks to a "*reasonable standard*" (PEP).

Other than Tanya's written presentation, the CT had no particular concerns about Tanya's educational attainments (CT interview). Tanya appeared to be of average ability and was not 'underachieving' according to the CT. She was very articulate and her speaking and listening skills were *"very well developed for her age"* (CT

interview). Tanya did not present attention-seeking behaviours. She had a good relationship with the staff (CT interview), and she was willing to please (PEP). In relation to school, she seemed to be 'happy' and 'excited', and she particularly liked art, music and P.E. (PEP - young person's views). She did not appear to be a member of any school club.

LACET had been involved because there were issues with Tanya disclosing her circumstances indiscriminately. She had received a set of six sessions on protective behaviours. The CT was concerned that Tanya would need further, and regular, input to achieve the desired effect (CT interview).

According to the PEP, Tanya had asthma and eczema. She had suffered convulsions, but there were no details other than that they were to be investigated.

Although Tanya appeared to have a mature way of dealing with what was going on in her life, the CT suspected there were underlying emotional problems which may surface during adolescence. There seemed to have been a mismatch between the emotion shown and the verbalisation of emotion. In school, Tanya displayed excitement and sadness, but never anger – *"if someone hurt her she wouldn't be angry, she'd be saddened"*. On such occasions she would not withdraw but would tell a member of staff, and then look for someone else to play with (CT interview).

> *"I don't think I ever saw her angry. A lot of children would have been very angry in her situation, but I didn't ever see her anger and that's what concerns me. I reckon she's hanging onto anger and it's a very powerful, powerful thing that will come out particularly when she's a teenager"* (CT).

4.3 Educational Attainments and School Attendance Summary

There were no particular educational concerns (CT interview, staff questionnaires, PEP). The PEP mentioned support is required to help Tanya to complete her work to a 'reasonable standard'. This reinforces the CT's comments about Tanya's poor presentation of work.

Tanya's EYP score was the second lowest in the class, and she had scores below 50% in all six areas. However, Tanya had made sufficient progress to achieve the Government's expectation of Level 2 in reading, writing and mathematics by the

end of KS1, although she still ranked second lowest in the class and amongst the girls.

5. Discussions and Conclusion

Within this class, Tanya appeared to be of 'average' SMS. For classwork, she was seated with one of her reciprocal choices on a table grouped by ability. She had a best friend and was one of a triad for play. Depending on the quality of the friendship, this friend could prove to be a protective factor, i.e. companionship providing comfort, support, pleasure, and enhancing self-esteem and self-worth (Dunn, 2004; Kupersmidt & DeRosier, 2004; Iwaniec, 2006).

At the time of testing, the indications were that Tanya's LCB tended towards the external. The examination of her responses to PPNSIE and B/G-STEEM, indicate areas where some intervention may have been beneficial, in particular her LH beliefs about being unable to improve her work, feeling powerless to influence people, and feeling unable to right any wrong she may have done. Such feelings of self-doubt and helplessness may be due, in part at least, to worries about rejection by either adults or peers (Rudolph *et al.*, 2005).

Although Tanya's S-E appeared to be high at the time of testing, the CT reported her S-E as being variable. Fluctuating self-worth has been linked to children who have experienced relationship difficulties and who have "*negative approval-based self-appraisals*" (Rudolph *et al.*, ibid., p.320). This would seem to be consistent with a child who had been taken into care.

Tanya's responses to the education-related questions show that she may have benefited from some work to improve her self-confidence in mathematics. Despite enjoying praise, she was wary of it. This may be as a consequence of negative self-perceptions and low self-worth. According to Pajares (2006), when praise is perceived as undeserved, the praise-givers eventually loose credibility, so care should be taken to ensure praise is for effort and persistence (Pajares, ibid.).

Although there were no references to emotional difficulties in the PEP, there are indications that Tanya's emotional well-being may not have been as good as it would appear. The indiscriminate approaches she made to adults to tell of her circumstances (CT) could be because a stranger may be seen as a potential threat, and being friendly may give her a sense of control (Schofield & Beek, 2006).

Conversely, she may just be seeking attention. It is possible that Tanya was hiding her anxieties behind a façade of high S-E (Schofield & Beek, ibid.), and this may be a strategy to protect herself from failure (Pajares, op.cit.). Tanya's response to praise was as though she may have believed she was unworthy of it (Schofield & Beek, op.cit.). Her willingness to please, and wanting *"to present herself in the best light"* (CT), may have been a positive way of attracting attention (Iwaniec, op.cit.). A further concern was that Tanya seemed to be *"holding on to anger"* (CT) which may surface during adolescence. In terms of attachment, it could be that Tanya was compliant, quietly getting on with her work and keeping a relatively low profile in order to cope with inner turmoil (Schofield & Beek, op.cit.). It may be that Tanya has sufficient resilience to enable her to maintain positive relationships and to achieve educationally (Iwaniec, op.cit.).

Tanya did not present any behavioural problems at school. There were no particular educational concerns, apart from the apparent lack of pride she took in presenting her work. It is possible this was due to her need to finish her work quickly in order to please her teacher. If so, it may indicate anxiety concerning potential rejection (Rudolph *et al.*, op.cit.). The school test results indicate she was achieving in line with Government expectations, and was making progress.

There were no concerns about Tanya's school attendance, which was above the national and LA average. Although she arrived at school by taxi, this did not appear to be problematic.

6. Hypotheses generation: one potentially modifiable SL issue

In this specific classroom context, in terms of SMS, LCB and S-E, Tanya's SMS, LCB and S-E are associated with her educational attainment.

Case 13 – Bobby's Story

1. Administrative and Biographical Information

Bobby was one of 25 children in this Y3/4 class where 13 were Y4 (6 girls, 7 boys) and 12 were Y3 (7 girls, 5 boys). In tables and graphs, Bobby is referred to as 'U3/LAC'. At the time of testing, the boys and girls were seated alternately. This was a strategy determined by the teacher to overcome behavioural difficulties.

When the data were collected in 2005, Bobby had been looked-after for between four and five years. He had moved placement and schools at least twice during the time he had been in care (PEP), and had only been at the present school (U) since the beginning of the academic year.

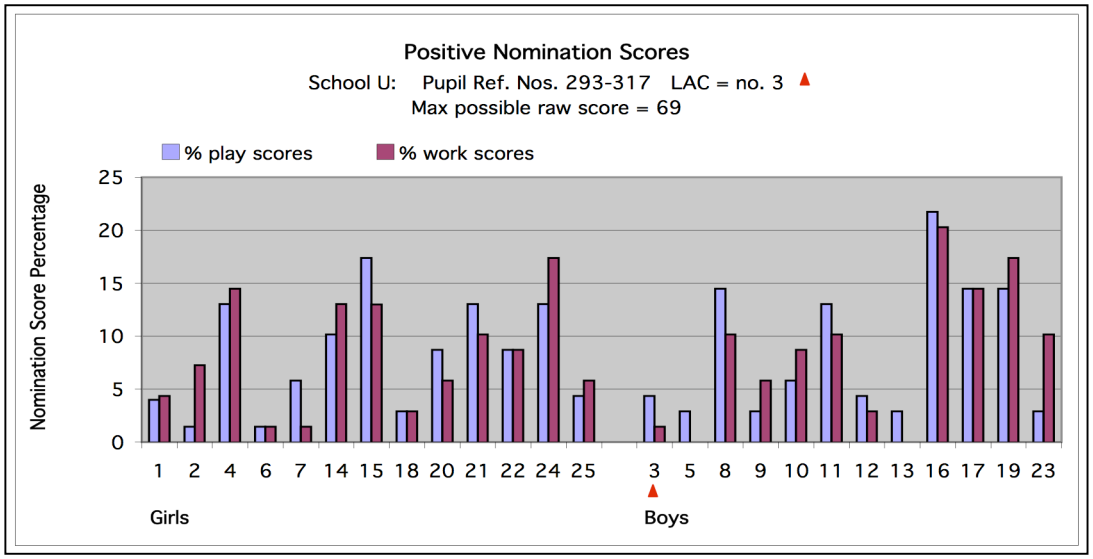
2. Social Perceptions in the Classroom

2.1 Sociometric Status

2.1.1 Findings: positive nominations and smiley-face rating scales

Bobby ranked 16th in the play nominations, scoring 3.6 below the class mean (M=6.6, SD=3.9). He ranked eighth amongst the boys. In the work nominations, he ranked 21st with a score 5.2 below the class mean (M=6.2, SD=4.0), and ranked tenth amongst the boys (*FIG. 5.13A*). Bobby received one play nomination and another for work. These were both reciprocal, but with different children. Only his reciprocal nomination for work was the same in both settings.

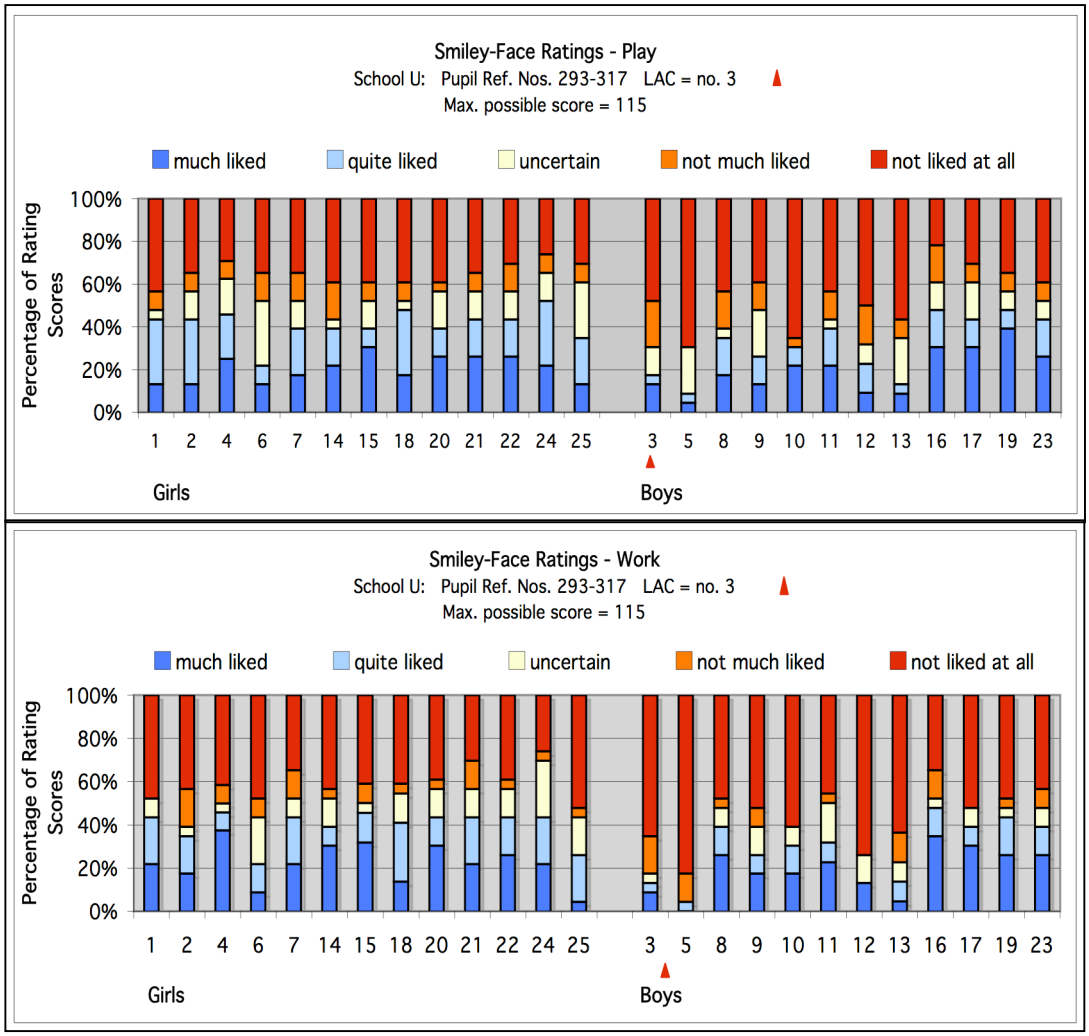
FIG. 5.13A Case 13 - positive nomination results



In the smiley-face ratings (*FIG.5.13B*), Bobby ranked 22nd in the class for play, scoring 17.5 below the class mean (M=66.5, SD=9.0), and was ninth amongst the boys. He received three (13.0%) top and 11 (47.8%) bottom ratings. According to the classification criteria (Coie *et al.*, 1982; Coie & Dodge, 1983), his SMS for play was 'rejected' (*Appendix 4*).

Bobby ranked 23rd for work, scoring 22.8 below the class mean (M=62.8, SD=10.5), ranking tenth amongst the boys. Bobby received two (8.7%) top ratings and 15 (65.2%) bottom ratings. His SMS for work was 'rejected' according to the classification criteria (Coie *et al.*, op.cit.; Coie & Dodge, op.cit.) (*Appendix 4*).

FIG. 5.13B Case 13 - distribution of ratings for play and work



Bobby tended to rate his classmates at the lower end of the scale for both play and work. He gave the top rating to six children for play, and to four for work. He gave the lowest rating to 16 (66.6%) for play and to 19 for work (79.2%).

Bobby's rank within his class according to the SMS tests is shown in *Table 5.13a.*

Table 5.13a Case 13 - sociometric status results

girls boys LAC	Sociometric Status in Bobby's Class							
	Positive Nominations				Smiley-Face Ratings			
	Play		Work		Play		Work	
	rank	child	rank	child	rank	child	rank	child
Highest SMS One third of class	1	U16	1	U16	1	U16	1	U24
	2	U15	2	U19	1	U4	2	U4
	3	U8	2	U24	3	U24	3	U16
	3	U17	4	U17	4	U19	4	U20
	3	U19	4	U4	5	U17	4	U21
	6	U4	4	U15	6	U22	6	U22
	6	U23	7	U14	7	U21	7	U7
	6	U11	8	U8	8	U23	8	U14
Middle SMS One third of class	6	U21	8	U11	8	U15	9	U15
	6	U24	8	U23	8	U20	10	U19
	11	U14	8	U21	11	U2	10	U1
	12	U20	12	U10	11	U18	12	U8
	12	U22	12	U22	11	U25	12	U17
	14	U10	14	U2	14	U7	12	U23
	14	U7	15	U9	15	U14	15	U18
	16	U25	15	U20	16	U11	16	U11
	16	U12	15	U25	16	U1	16	U2
Lowest SMS One third of class	16	U1	18	U1	18	U6	18	U9
	16	U3	19	U12	19	U8	19	U10
	20	U5	19	U18	19	U9	19	U6
	20	U9	21	U3	21	U10	21	U25
	20	U13	21	U6	22	U3	22	U12
	20	U18	21	U7	23	U12	23	U3
	24	U2	24	U5	24	U13	24	U13
	24	U6	24	U13	25	U5	25	U5

2.1.2 Staff Consultation

The CT and DT/SENCo did not believe Bobby's classmates generally liked to play with him (the SENCo was also the DT). They were not sure whether his classmates liked to work with him. The TA thought they did like to play and work with him (staff questionnaires).

In the interview, the CT voiced *"serious concerns"* about Bobby's peer relationships. He was both verbally and physically aggressive towards his peers. He did not want to join in, but when he did, he needed to be in control, *"he very much*

wants his own way", and only then would he play *"nicely"* (CT). He tended to prefer to play with his brother (CT interview).

In the classroom, Bobby was attention-seeking. He tended to call out and attempted to prevent his classmates from speaking. When working in a group, he was not very cooperative and wanted *"everything on his terms"* (CT interview). If he did work with a group, it tended to be a girl's one because *"they are more accepting of him than boys"* (CT interview). Occasionally Bobby liked to work with one of the more popular boy's group, but the CT did not think the feeling was mutual. Sometimes he just preferred to work on his own. He lacked the social skills to work with his classmates, *"he doesn't really give and take"* (CT interview). However, he was included in sports activities because he was *"quite sporty"* (CT interview).

2.1.3 SMS Summary

Bobby received one reciprocal nomination each for both play and work. They were from two boys, one was the most poplar in the class and the other was the least popular. This would seem to indicate that he was able to make friends, and according to his response to the B/G-STEEM question, Bobby did have a best friend. Because he was *"sporty"* (CT), his classmates included him in sports activities. The ratings provide a different perspective. He had relatively low ratings in both settings, and was found to have 'rejected' SMS. Generally, the children in this class tended to rate their classmates at the lower end of the scale.

A PEP (dated 27.1.04, from his previous school) commented that Bobby did not "*initiate friendships, but would join in if asked*". This may be linked to low self-worth and low S-E.

The current CT was concerned about Bobby's peer relationships because he was verbally and physically aggressive, and was not keen to join in on the playground. In class, he tended to be disruptive through attention-seeking behaviour. He was not very cooperative and lacked the social skills needed for group work. He sometimes preferred to work on his own. Bobby's social skills, aggression, and behaviour in general, may have been areas that would have benefited from modification.

3. Social Perceptions of Self

3.1 Locus of Control Beliefs

3.1.1 Findings

According to PPNSIE (*Table 5.13b*), Bobby had an internal LCB score of 9. This was 5.6 below the class mean (M=14.6, SD=2.4). The B/G-STEEM also found him to have internal LCB tendencies. He scored 6 in this test, which was 0.8 above the class mean (M=5.2, SD=1.0).

Table 5.13b Case 13 – PPNSIE results

PPNSIE SCORES (max. possible score = 26)																		Key: girl boy LAC		
towards externality ←																mid-point		→ towards internality		
20	19	17	17	16	15	15	15	15	14	14	14	14	14	14	14	13	13	12	12	9
U22	U15	U9	U2	U17	U11	U14	U18	U24	U5	U10	U13	U16	U23	U1	U20	U6	U25	U12	U21	U3

There were few contradictory responses to the questions. Examining Bobby's responses to the LCB questions, using PPNSIE's three factors, may help to identify potential areas for modification –

Factor 1 - Making people and things do what you want them to do.

Bobby believed there was something he could do if other children did not like him or wanted to hurt him, but he did not think he could do anything to make them like him.

Bobby felt there was nothing he could do to make amends if he did something wrong. He believed that wishing could make good things happen, but did not believe that thinking about what he was going to do makes things turn out better. Conversely, he believed that problems are better handled with some thought. More positively, he believed he could make his work better if he really tried.

Factor 2 - Persistence in obtaining goals and dealing with powerful others.

All but one of Bobby's responses to these questions were internal. He believed his behaviour influenced whether or not others would like him. He did not think he could make his friends do what he wanted them to do.

Factor 3 - Relating to fate, luck and/or chance.

All but one of Bobby's responses to these questions were internal. He believed he was often blamed for things that were not his fault. Although he had a lucky number, he did not have a lucky charm.

3.1.2 Staff Consultation

The CT and DT/SENCo did not believe Bobby showed internality in his general behaviour or in his learning. The TA was uncertain if he showed internality on the playground, but thought he did in the classroom (staff questionnaires).

Bobby joined the school at the beginning of that school year. At first, according to the CT, he would refuse to work, was rude, and would refuse to heed requests to leave the room after sustained misbehaviour. There had been some improvement after he had settled, although he continued to call out in class. He also continued to be impulsive and appeared indifferent to the consequences of his actions. Although the CT thought he had begun to take more responsibility for his behaviour, he continued to *"argue and answer back"* (CT interview). According to the CT, he tended towards externality, although he seemed to believe he could *"do what he wants, and what he wants is the right thing"* (CT interview).

Bobby had begun to want to work *"a bit more"* (CT interview), and to want to please. He had started to take more care over his handwriting and presentation of work. He was generally working harder in class, but there were problems with getting homework in on time, and he did not always learn his spellings (CT interview).

3.1.3 LCB Summary

The PPNSIE and the B/G-STEEM results indicate that Bobby had tendencies to internal LCB. This is in contrast to the opinions from the staff questionnaires. The CT interview provided further insight. Bobby seemed to want, or to need, to be in control of situations both with his classmates and the CT. This may be an indication of insecurity.

Bobby's responses to the education-related questions have what may be considered to be positive indications. Although he omitted the question about whether it was important to make the teacher like him, he believed his teacher noticed when he worked hard. Bobby believed he could make his work better if he tried, and that it is better to be clever than to be lucky. He thought he was good

at running races, but that such ability was not innate. The implication is he thought achievement requires effort.

3.2 Self-Esteem

3.2.1 Findings

B/G-STEEM found Bobby to have 'normal' S-E on the day of the test (*Table 5.13c*). He scored 15, which was 0.8 below the class mean (M=15.8, SD=2.9).

Table 5.13c Case 4 - B/G-STEEM: S-E findings

B/G-STEEM	*The children's code numbers are shown in italics (LAC in red). School OA.*				
	Very Low S-E	Low S-E	Normal S-E	High S-E	Very High S-E
Girls		*6*	*2, 18, 21, 25*	*1, 15, 20, 22*	*14, 24*
Boys	*5*	*10, 11, 12, 13*	*3, 9*	*16, 17, 23*	
Totals	**1**	**5**	**6**	**7**	**2**

An examination of the S-E element of B/G-STEEM responses may indicate potential areas where modification may have been beneficial.

Bobby thought the other children liked to play with him, and that he had a best friend. He believed he was as clever as his classmates. He thought he was good at numeracy, and did not believe he needed much help. He believed the CT was pleased with his work. However, he did not believe he was good at reading and he did not think his schoolwork was good.

3.2.2 Staff Consultation

The CT did not think Bobby's S-E was high in either setting. The DT/SENCO did not think his S-E was high for play, but was uncertain with regards working in the classroom. The TA thought Bobby's S-E was high for play and work (staff questionnaires).

The CT believed Bobby's S-E to be low. He behaved as though nothing bothered him, but the CT thought this was a self-imposed *"shield"* (CT interview). The CT also believed that he sought to increase his own S-E through aggression and being the centre of attention (CT interview).

Although praise seemed to have had the desired effect of improving Bobby's handwriting and his motivation to work, he seemed to have difficulty handling it. He

would become *"really silly and try to show off"* (CT). His response changed depending on whether it was a male or female teacher giving the praise. Praise did not seem to have helped to improve his general behaviour (CT interview).

3.2.3 S-E Summary

Although the B/G-STEEM found Bobby's S-E to be 'normal', the CT and DT/SENCo believed Bobby's S-E was generally low. However, the TA disagreed. It seemed that Bobby tried to hide his vulnerability behind a *"shield"* (CT), and to attempt to boost his own S-E through being the centre of attention and through aggressiveness (CT interview; staff questionnaire). This may be linked to his need to control situations. It is this area that may require intervention.

4. Educational Attainments and School Attendance

4.1 Findings

Early Years Profile

Data were only available for Bobby. He had a total score of 28.0%. He scored below 50.0% in all six sections (*Table 5.13d*). His highest score was for creative development (40.0%). Two areas were below 25.0% - physical development (20.0%) and language and literature development (22.5%).

Table 5.13d Case 13 - EYP scores

Case 13	Early Years Profile (EYP) scores						
girl boy LAC	personal & social development	language & literature development	maths	knowledge & understanding	physical development	creative development	Score
U3	13	9	5	6	3	6	42
max. possible score	40	40	20	20	15	15	150

KS1 SATs

Bobby did not attain the Government's expectation of Level 2 for reading, writing or mathematics (National Curriculum Online, undated) (*Table 5.13e* overleaf).

Data were only available for eight of the 13 Y4 children. The lowest point score was 7.0 and the highest was 21.0 (M=16.1, SD=5.3). Bobby scored 8.5 below the national average for all children, and 8.1 below the national average for boys. He ranked eighth out of the eight children.

Table 5.13e Case 13 - KS1 SAT Results

KS1 SAT Results 2003 – Bobby's Class (School U) *The children's code numbers are shown in italics (LAC in red).*						
	Reading		**Writing**		**Mathematics**	
Level	girls	boys	girls	boys	girls	boys
3	*1, 22*	*12, 19*	*1, 22*		*1, 22*	*12, 19*
2a				*12, 19*		
2b	*15. 20*		*15, 20*		*15, 20*	
2c					*24*	
1	*24*	*3*	*24*			*3*
w				*3*		

QCA Y3 - No data were available.

QCA Y4

No point scores are available for these tests. The levels are not directly comparable to KS1 SAT levels, and, as they are not statutory, there are no national statistics.

Although Bobby appeared to have made some progress, he had just reached the standard expected for KS1 SATs, i.e. Level 2, in reading, but not in writing or mathematics (see *Table 5.13f*). It should be noted that he took Y3 QCA tests in place of the Y4 QCA tests.

Table 5.13f Case 9 - comparison of KS1 SATs and Y4 QCA results

SAT KS1 and QCA Y4 Results – Bobby's Results						
	Reading		**Writing**		**Mathematics**	
	KS1 SATs	QCA Y4	KS1 SATs	QCA Y4	KS1 SATs	QCA Y4
U3 LAC	1	2c	w	1a	1	1a

School Attendance

In the year 2004/5, Bobby's attendance was 99.7% (*Table 5.13g*). This was 2.0% above the national average for primary schools, and 1.6% above the Countyshire average.

Table 5.13g Case 13 – class attendance

School Attendance Percentages – Bobby's Class (School U) 2004/5 National Average = 94.57% Countyshire Average = 95.00%												
Scores rounded to the nearest whole number						*The children's code numbers are shown in italics (LAC in red).*						
	100%	99%	98%	97%	96%	95%	94%	93%	92%	91%	90%	Below 90%
girls	*18*		*15*	*4*	*6, 14, 21*	*7*				*2, 25*	*1, 24*	*20, 22*
boys		*3, 23*	*5, 13*	*9*	*11, 17*	*8*	*12, 16*	*19*		*10*		
Totals	**1**	**2**	**3**	**2**	**5**	**2**	**2**	**1**	**0**	**3**	**2**	**2**

4.2 Staff Consultation and School Data: Educational Concerns

Bobby was on the SEN register at 'school action plus' for behaviour, concentration, self-esteem and handwriting. At the time of data collection, LACET was providing Bobby with strategies for anger management. LACET had been involved for three to four months that year. They had focused on protective behaviours, and they had funded a TA for five hours a week. Bobby had also been assessed by LBSS.

Only one PEP, from Bobby's previous school, was available. The concerns stated on this PEP were for literacy, mathematics, poor concentration and gaps in his learning. Although he was reported to relate well to adults, peer relationships were a further concern. He did not initiate friendships and would only join in with his peers if asked (PEP, January 2004). His feelings about that school were positive. He enjoyed model-making and numeracy. He did not like writing, and commented, *"have to write hard stuff"* (PEP). He had belonged to the keyboard and swimming clubs at that school, and aspired to be in the football team (PEP).

The DT/SENCo was concerned about Bobby's behaviour, even though there had been some improvement. There was also a concern that he *"doesn't perform as well as he* [could] *academically... doesn't always try to do his best"* (DT/SENCo, staff questionnaires).

According to the CT, Bobby was on the SEN register for literacy and numeracy. Although his handwriting had improved, it was still *"quite illegible"* (CT). The CT thought his educational progress was hindered by his behaviour difficulties, but he had started to make more effort with his work. Bobby behaved better for male teachers than for female teachers, and he liked to work with the TAs. He tended to work better in small groups where there are fewer distractions (CT interview).

The CT was hoping that placement stability would help Bobby to be more settled at school. There was a concern that he would always be behind his peers in educational attainment, and that the gap would widen, particularly if his attitude did not improve (CT interview).

Bobby was rarely upset – *"if he gets hurt or knocked over - he can do things quite serious to himself - and not feel any pain"* (CT interview). He displayed anger through aggression, *"silliness"* and *"hyperactivity"* (CT interview). His emotions

seemed to be at one extreme or the other, with little in between, and *"when he's not very happy, he tends to have a shorter fuse"* (CT interview).

4.3 Educational Attainments and School Attendance Summary

Bobby was on the SEN register at 'school action plus' for literacy and numeracy in general, and for behaviour, concentration, S-E and handwriting in particular. Despite recent improvements, the DT/SENCo suspected he was not working to the best of his ability. The CT believed this might have been due to his behavioural difficulties. Bobby had been assessed by LBSS, but the outcome was not included in any documentation provided. He had been receiving input from LACET for protective behaviours and anger management.

The concerns on the PEP about gaps in his learning are consistent with Bobby's low EYP score. He did not achieve the Government's expectations in the KS1 SATs and had the lowest point score in his year group. He had reached these targets in Y4 for reading but not for writing or mathematics.

5. Discussion and Conclusion

At the time of the SMS tests (February 2005), Bobby had been at the school for six months. Although Bobby had two reciprocal nominations, the ratings showed him to have 'rejected' SMS within this class. As mentioned previously, Coie and Dodge (op.cit.) found it rare for children of primary age not to have a least one 'liked most' nomination. There were concerns about his peer relationships. His behaviour was both verbally and physically aggressive. He felt the need to be in control of situations on the playground and in the classroom. In class, he was attention-seeking, and he found it difficult to work with others. These behaviours seem to fit the 'rejected' profile (Coie *et al.*, op.cit.), and the characteristics of 'aggressive/rejected' SMS as described by Wentzel and Asher (1995). According to Bagwell (2004), it is often assumed that aggressive, antisocial and disruptive children do not have friends, but the evidence is to the contrary. It is the quality of the friendship that seems to be crucial (Bagwell, ibid.).

Bobby seems to be one of those children who are 'attention-seeking' and yet are difficult to engage. According to Iwaniec (2006), such children have poor social skills and tend to use aggressive and disruptive tactics to achieve the attention

they crave. Unfortunately, such behaviours are not likely to endear these children to their classmates or teachers (Schofield & Beek, 2006).

Bobby's behavioural problems, together with the PEP comment about being reluctant to initiate friendships, preferring others to approach him, may be indicative of difficulties with emotional well-being. The number of placement and school moves are likely to have had a negative effect (Gilligan, 2007), and may have contributed to his behavioural problems, and difficulties with peer relationships (Schofield & Beek, op.cit.). As 'rejected' SMS been found to be stable for at least five years, and the social difficulties of 'rejected' children seem to be particularly persistent (Coie & Dodge, op.cit.), Bobby may have benefited from interventions to improve his social skills. LACET had already provided him with sessions on protective behaviours. He had also received help with anger management. Although anger management training may help to some extent in class, it may not be of great benefit to him unless he also receives help to address the origins of his anger. However, school may not be the appropriate place for such help.

At the time of testing, the indications were that Bobby's LCB tended towards internality. His controlling tendencies would appear to support this. These tendencies could be a result of feelings of insecurity, which may improve if there were placement stability, as the CT suggested. His behaviour had improved somewhat, but he was still inclined to be rude, impulsive and argumentative. He appeared indifferent to the consequences of his actions. This may be linked to his belief that there was nothing he could do to make amends if he did something wrong (PPNSIE). It could be that internal LBC may benefit Bobby. His responses to PPNSIE have what appear to be positive indications for education, particularly as internal LBC is thought to be positively associated with academic achievement (Findlay & Cooper, 1983).

There seemed to be something of a dichotomy as far as Bobby's S-E was concerned. Bobby's S-E was found to be 'normal' at the time of testing, yet the CT and DT/SENCo believed it to be generally low. The apparent dichotomy could be because "*children with negative approval-based self-appraisals experience fluctuating self-worth*" (Rudolph *et al.*, 2005, p.320).

The CT thought Bobby had, through aggression and attention-seeking behaviours, provided himself with a 'shield' to protect his vulnerability. It may have been a

strategy for enhancing his S-E, and this may account for the findings of the B/G-STEEM. Bobby may be hiding his insecurities and anxieties behind a façade of what he believes shows him to be tough and independent, particularly as he appeared to need to be in charge (Schofield & Beek, op.cit.; Bombèr, 2007).

The CT believed that praise seemed effective in relation to Bobby's work. His motivation to learn seemed to have improved and he had begun to take more pride in his work. However, it appeared to have little effect on his general behaviour. His immediate reaction to praise seemed to provoke silliness, as though he was unused to it and unsure how to respond. May be Bobby believed he was unworthy of it. His reaction also seemed to depend on whether the praise-giver was male or female.

According to the EYP, Bobby had a poor start to his school life. The areas of most deficiency were physical development, and language and literacy development. The latter could be considered to be the most crucial educationally and socially. It may have been prudent for an assessment to have been undertaken in Y1 or earlier, as the longer it takes to identify language delay, the greater the risk of it being compounded (Stock & Fisher, 2006).

Bobby was on the SEN register for concentration, and handwriting, as well as for behaviour and self-esteem. Bobby's poor concentration, his demanding, challenging and controlling behaviour, his anger and aggression, impulsiveness, poor social skills and low SMS, could be symptomatic of insecure attachment (Schofield & Beek, op.cit.; Iwaniec, op.cit.; Bombèr, op.cit.). Concentration and educational achievement may have been negatively affected if his focus was on attracting attention rather than on the task in hand (Schofield & Beek, op.cit.).

At KS1, Bobby was 'underachieving' according to Government expectations, and by Y4 appeared to be falling further behind his peers. As the CT suggested, his poor progress could be attributable to his behavioural problems. His behavioural difficulties may, in turn, be caused by problems concerning emotional well-being. This would seem to support research suggesting a strong association between learning, emotions and feelings, and the negative effect anxiety and worry has on information processing, motivation and memory (Cooper & Tiknaz, 2007).

There were no concerns about Bobby's school attendance.

6. Hypotheses generation: one potentially modifiable SL issue

In this specific classroom context, in terms of SMS, LC and S-E, Bobby's emotional well-being is associated with his SMS, LCB, S-E, behaviour and learning.

Case 14 – Oliver's Story

1. Administrative and Biographical Information

Oliver was one of 30 children in this Y4 class of 17 boys and 13 girls. In tables and graphs, Oliver is referred to as 'V30/LAC'. At the time of testing, the children were seated in literacy ability groups determined by the teacher.

When the data were collected in 2005, Oliver had been looked-after for between four and five years.

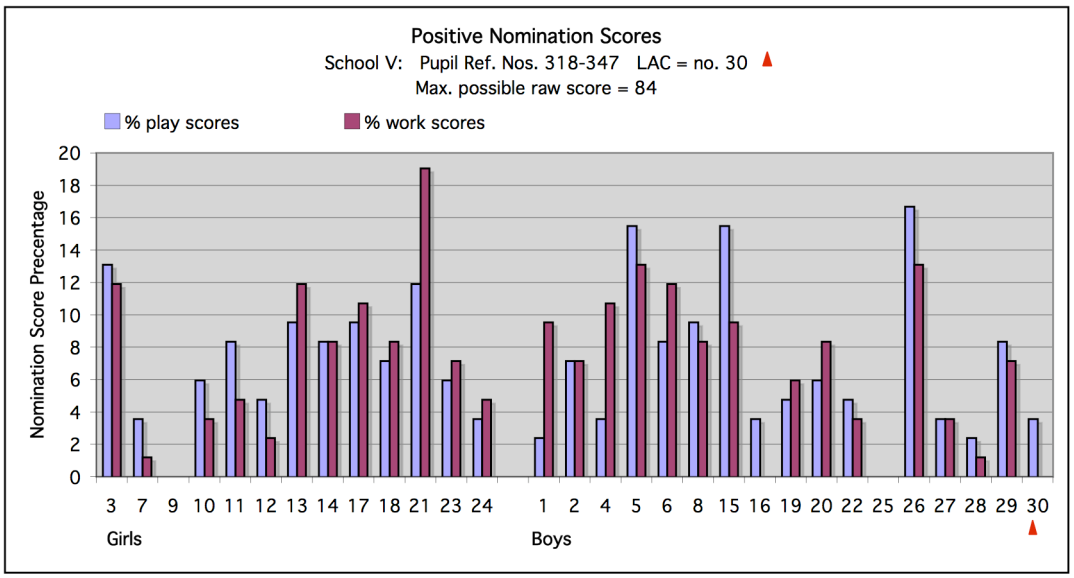
2. Social Perceptions in the Classroom

2.1 Sociometric Status

2.1.1 Findings: positive nominations and smiley-face rating scales

Oliver ranked 21st in the play nominations, scoring 3.1 below the class mean (M=6.1, SD=3.8). He ranked 11th amongst the boys. In the work nominations, he ranked joint lowest, 27th, with a score 6.21 below the class mean (M=6.2, SD=4.0), and ranked joint lowest, 15th, amongst the boys (*FIG. 5.14A*). Oliver received one play nomination but none for work. One of his choices was the same in both settings, and this was a reciprocal first-choice for play. Oliver was sitting at the same table as all his play nominations and two of his work nominations.

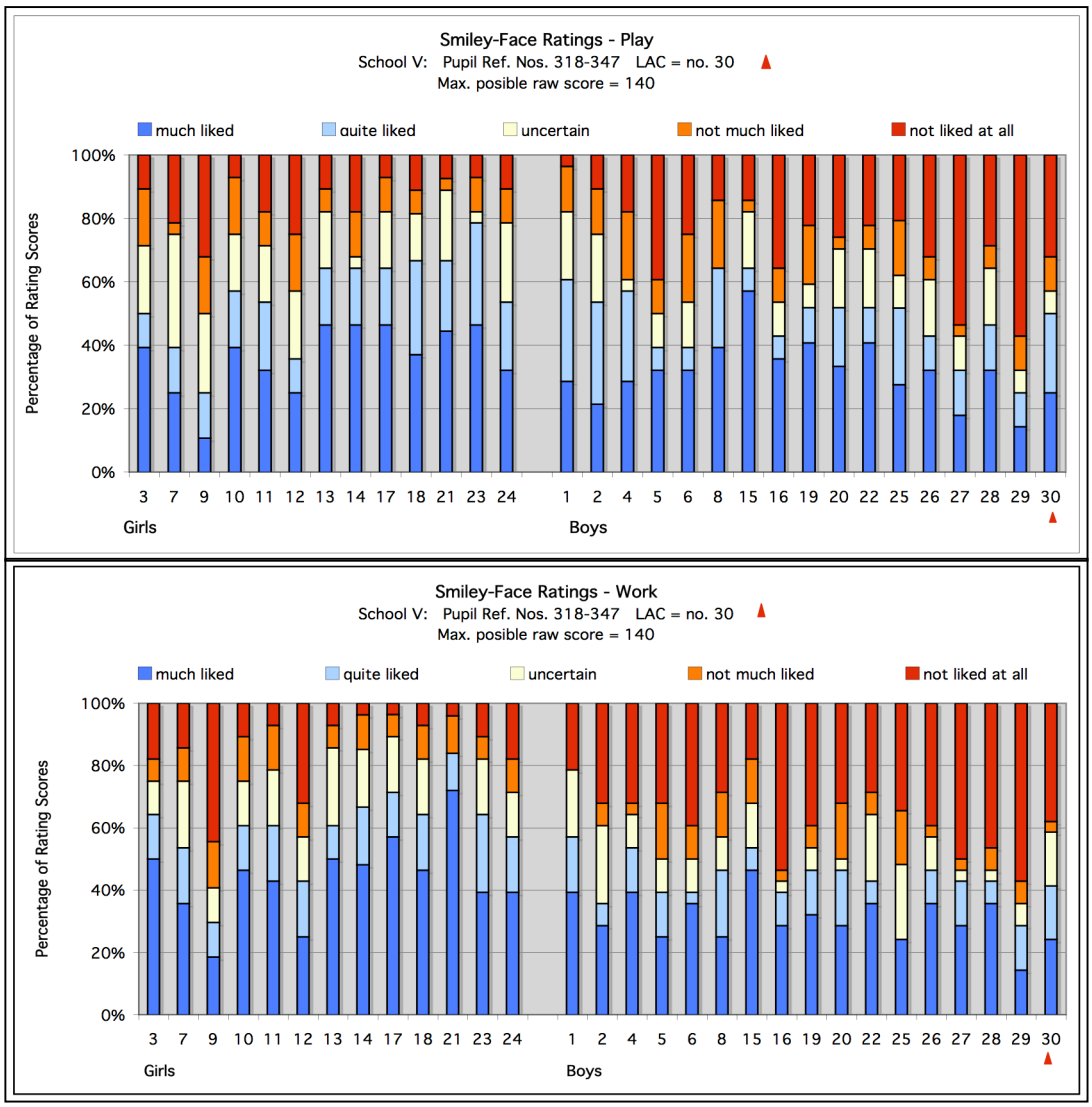
FIG. 5.14A Case 14 - positive nomination results



In the smiley-face ratings (*FIG.5.14B*), Oliver ranked joint 23rd in the class for play, scoring 14.4 below the class mean (M=98.4, SD=12.5), and was joint 12th amongst the boys. He received 14 (50.0%) top two ratings, seven each, and nine (32.1%) bottom ratings. According to the classification criteria (Coie *et al.*, 1982; Coie & Dodge, 1983), his SMS for play was 'rejected' (*Appendix 4*).

Oliver ranked joint 24th for work, scoring 18.5 below the class mean (M=96.5, SD=14.5), ranking joint 12th amongst the boys. Oliver received six top, and five second from top ratings, a total of 11 (39.3%). He received 11 (39.3%) bottom ratings. His SMS for work was 'rejected' according to the classification criteria (Coie *et al.*, op.cit.; Coie & Dodge, op.cit.) (*Appendix 4*).

FIG. 5.14B Case 14 - distribution of ratings for play and work



Oliver gave the top rating to 14 (48.3%) classmates for play, and to six (20.7%) for work. He gave the lowest rating to seven (24.1%) for play and to 11 (38.0%) for work.

Oliver's rank within his class according to the SMS tests is shown in *Table 5.14a.*

Table 5.14a *Case 14 - sociometric status results*

girls boys LAC	Sociometric Status in Oliver's Class							
	Positive Nominations				Smiley-Face Ratings			
	Play		Work		Play		Work	
	rank	child	rank	child	rank	child	rank	child
Highest SMS One third of class	1	V26	1	V21	1	V23	1	V17
	2	V5	2	V5	2	V15	2	V13
	2	V15	2	V26	3	V17	2	V21
	4	V3	4	V6	4	V13	4	V18
	5	V21	4	V3	5	V21	5	V14
	6	V8	4	V13	6	V1	6	V11
	6	V13	7	V4	7	V10	6	V23
	6	V17	7	V17	8	V14	8	V3
	9	V6	9	V1	8	V18	8	V10
	9	V29	9	V15	10	V8	10	V1
Middle SMS One third of class	9	V11	11	V8	11	V3	11	V15
	9	V14	11	V20	12	V2	11	V7
	13	V2	11	V14	12	V11	11	V24
	13	V18	11	V18	14	V25	14	V4
	15	V20	15	V2	14	V24	15	V22
	15	V10	15	V29	16	V4	16	V8
	15	V23	15	V23	16	V22	16	V26
	18	V19	18	V19	18	V19	19	V2
	18	V22	19	V11	18	V20	19	V19
	18	V12	19	V24	18	V7	19	V20
Lowest SMS One third of class	21	V27	21	V22	21	V28	19	V12
	21	V4	21	V27	22	V26	23	V6
	21	V16	21	V10	23	V6	24	V5
	21	V7	24	V12	**23**	**V30**	**24**	**V30**
	21	**V30**	25	V28	25	V16	25	V28
	26	V1	25	V7	26	V12	26	V25
	26	V28	27	V16	27	V5	27	V27
	28	V24	**27**	**V30**	28	V9	28	V16
	28	V25	27	V25	29	V27	29	V9
	28	V9	27	V9	30	V29	30	V29

2.1.2 Staff Consultation

The DT and SENCo believed Oliver's classmates liked to play and work with him. The SENCo commented that he was popular and had recently been voted onto the School Council *"by a landslide"* (SENCo) (staff questionnaires). The CT believed Oliver's peer relationships were good and that he was well liked, *"children will kind of flock to him to play with him"* (CT interview).

In the classroom, Oliver usually worked in a small, lower ability group with the CT. Oliver was never left out when the class were given free choice to work with whom they wished (CT interview).

2.1.3 SMS Summary

Despite Oliver's relatively low rank in all four surveys, and the finding of 'rejected' SMS within this class, it is possible that he may not be at risk of wider social exclusion. He received one reciprocal first-choice nomination for play, indicating that he had been able to form at least one good friendship, and 14 children (50.0%) gave him the two top ratings. Although he had no work nominations, 11 children gave him the two top ratings (39.3%). The school staff considered Oliver to be popular in both settings. A large majority had voted him onto the School Council.

There had been concerns about Oliver's social skills in previous years. The problems seem to have involved aggression, uncooperativeness and difficulties "*playing appropriately*" (PEP, undated). LACET had run a social skills group to help with this. It finished in November 2003 (LACET Support Plans, March 2004, April 2004; PEP, undated). These concerns were not mentioned in subsequent documents.

3. Social Perceptions of Self

3.1 Locus of Control Beliefs

3.1.1 Findings

According to PPNSIE (*Table 5.14b*), Oliver had a relatively balanced LCB score of 12. This was 2.2 below the class mean (M=14.2, SD=2.9). The B/G-STEEM found him to have 'normal' LCB tendencies. He scored 4 in this test, which was 1.1 below the class mean (M=5.1, SD=1.1).

Table 5.14b Case 14 – PPNSIE results

PPNSIE SCORES (max. possible score = 26)																												Key: girl boy LAC
																towards externality ←				mid-point				→ towards internality							
20	19	18	18	17	17	17	17	16	15	15	15	15	14	14	14	14	13	13	13	13	13	12	12	12	11	11	11	11	7
V17	V7	V5	V28	V29	V10	V13	V14	V25	V4	V11	V12	V24	V6	V9	V21	V23	V16	V19	V20	V22	V18	V30	V8	V27	V1	V2	V15	V3	V26

There were a number of contradictory responses to the questions. A possible explanation is that Oliver was confused by seemingly duplicate questions (see *Appendix 17*). Examining Oliver's responses to the LCB questions, using PPNSIE's three factors, may help to identify potential areas for modification –

Factor 1 - Making people and things do what you want them to do.

Oliver believed there was something he could do if other children did not like him or wanted to hurt him, but he did not think he could do anything to make them like him.

Oliver felt there was nothing he could do to make amends if he did something wrong. He believed that wishing could make good things happen, but did not believe that thinking about what he was going to do makes things turn out better. Conversely, he believed that problems are better handled with some thought. More positively, he believed he could make his work better if he really tried.

Factor 2 - Persistence in obtaining goals and dealing with powerful others.

All but two of Oliver's responses to these questions were internal. He believed his parents would like him no matter how he behaved. It is not known whether he had his birth parents or his foster carers in mind when he answered this question. Conversely, he also believed that his behaviour influenced whether or not others would like him. Although he thought he was able to get his own way at home, he did not believe he could make his parents to do what he wanted. However, he did think that he could make his friends do what he wanted them to do.

Factor 3 - Relating to fate, luck and/or chance.

Oliver had both a lucky number and a lucky charm. He believed he was often blamed for things that were not his fault.

3.1.2 Staff Consultation

The CT, DT and SENCo did not think that Oliver showed internality in his general behaviour or in his learning, although the DT was uncertain whether this was true for play. The SENCo commented that he was attention-seeking, sometimes disruptive, and that he needed 1:1 support in order to achieve (staff questionnaires).

Oliver needed and craved *"constant attention"* (CT interview). He often distracted his classmates by making noises. This did not seem to be something that he was always aware of, but the CT found it was a particular problem. It had been suggested that he was making these noises because he was living in a foster home with babies, but the CT was not convinced of this. Oliver seemed very immature generally, and could be *"very silly"* (CT). A reward system had been set up for him and three other children (CT interview).

Oliver found it difficult to work independently, and he needed encouragement. However, he wanted to please. He was keen to be the first to finish a task, and was eager to show his work to the CT, or to any teacher who happened to be in the room. He had to be reminded to keep his work neat (CT interview).

3.1.3 LCB Summary

Both PPNSIE and the B/G-STEEM results indicate that Oliver tended to have a balanced or 'normal' LCB. Examining his responses, this would seem to have been the case. This is in contrast to the opinions from the staff questionnaires and the CT interview. Oliver seemed unable to work independently. He constantly tried to gain attention. He made noises in class, which may have been to attract attention, although the CT did not think he was always aware he was making them. This may be an indication of insecurity and linked to problems with emotional well-being that may have benefited from some intervention.

Oliver's responses to the education-related questions have what may be considered to be positive indications. He believed it was important to make the teacher like him, and that his teacher noticed when he worked hard. Oliver believed he could make his work better if he tried, and that it is better to be clever than to be lucky. He thought he was good at running races, and that children are not just born with this ability. This seems to imply that he believed effort was required. He also believed that it was worth trying to win a game.

3.2 Self-Esteem

3.2.1 Findings

B/G-STEEM found Oliver to have 'very high' S-E on the day of the test (*Table 5.14c*). He scored 19. This was 2.4 above the class mean (M=16.6, SD=2.3).

Table 5.14c Case 4 - B/G-STEEM: S-E findings

B/G-STEEM	*The children's code numbers are shown in italics (LAC in red). School OA.*				
	Very Low S-E	Low S-E	Normal S-E	High S-E	Very High S-E
Girls	*9*	*13, 17*	*7, 14, 18, 23, 24*	*11, 12*	*3, 10, 21*
Boys		*28*	*2, 5, 6, 8, 19, 20, 22, 25, 26*	*1, 4, 27, 29*	*15, 16, 30*
Totals	**1**	**3**	**14**	**6**	**6**

3.2.2 Staff Consultation

The CT and SENCo believed Oliver's S-E was high in both settings. The DT did not think his S-E was high for play, and was uncertain with regards to working in the classroom (staff questionnaires).

The CT thought Oliver's S-E was high. He enjoyed showing his work to the CT, and, according to the CT, he would say, *"this is good, isn't it?"* (CT interview).

Oliver responded well to praise and he appeared to be encouraged by it (CT interview).

3.2.3 S-E Summary

Although the B/G-STEEM found Oliver's S-E to be 'very high', an examination of the S-E element of B/G-STEEM responses may indicate potential areas where modification may have been beneficial.

Oliver believed the other children liked to play with him, and that he had a best friend. He thought he was a good reader, that numeracy was not difficult, and he did not believe he needed much help. He also thought his schoolwork was good and that the CT was pleased with his work. However, he did not believe he was as clever as his classmates. He did not think he was nice looking.

The CT and SENCo believed Oliver's S-E to be high in both settings. He enjoyed showing his work to the CT, and, according to the CT, he would say, *"this is good, isn't it?"* (CT). Although it could be inferred from this that Oliver had high S-E, it may indicate the need for reassurance because of feelings of insecurity. Indeed, the comments about attention-seeking behaviour in the CT interview, and remarks made about placement changes and uncertainty in the documentation, would seem

to support this. In addition, the DT did not think Oliver's S-E was high for play, and was uncertain with regards to working in the classroom.

4. Educational Attainments and School Attendance

4.1 Findings

Early Years Profile

Oliver scored a total of 53 points (35.3%), 44.6 below the class mean (M=97.6). He was joint second lowest in the class and scored 45.0% or below in all areas except physical development. Mathematics was Oliver's poorest area at 15.0% (see *Table 5.14d*).

The overall scores for this class ranged from 49 to 141 from a possible maximum total of 150 (SD=27.1).

Table 5.14d Case 14 - EYP scores

Case 14	Early Years Profile (EYP) scores						
girl boy LAC	personal & social development	language & literature development	maths	knowledge & understanding	physical development	creative development	Score
V10	40	37	20	18	12	14	**141**
V3	37	38	20	17	13	12	**137**
V4	37	37	18	19	13	12	**136**
V13	34	34	16	17	15	10	**126**
V15	34	31	14	20	11	14	**124**
V22	33	30	15	20	11	11	**120**
V25	29	32	16	18	11	12	**118**
V17	32	29	12	13	11	11	**108**
V11	27	28	16	12	13	11	**107**
V23	25	25	17	17	12	10	**106**
V14	26	30	15	13	10	11	**105**
V5	29	25	11	16	11	11	**103**
V18	30	24	12	10	11	10	**97**
V12	30	22	14	10	9	10	**95**
V6	24	26	10	11	12	10	**93**
V27	26	25	13	11	9	8	**92**
V1	25	23	12	10	9	9	**88**
V26	23	21	8	10	8	8	**78**
V24	21	20	9	10	7	11	**78**
V28	21	19	13	9	7	7	**76**
V29	18	11	10	9	4	8	**60**
V30	**18**	**12**	**3**	**6**	**8**	**6**	**53**
V19	15	11	6	8	4	9	**53**
V20	17	11	7	5	4	5	**49**
max. possible score	40	40	20	20	15	15	150

KS1 SATs

Oliver attained the Government's expectation of Level 2 for reading (National Curriculum Online, undated). However, his attainments were below Government expectations with Level 1 in writing and mathematics (*Table 5.14e*).

Table 5.14e Case 14 - KS1 SAT Results

KS1 SAT Results 2004 – Oliver's Class (School V) *The children's code numbers are shown in italics (LAC in red).*						
	Reading		**Writing**		**Mathematics**	
Level	girls	boys	girls	boys	girls	boys
3	*3, 10, 11, 13, 21*	*22*	*3, 10, 13*		*3, 10, 11, 13, 14, 21*	*4, 22, 27*
2a	*7, 12, 14, 18, 23*	*5, 27*	*11, 21,*	*22*		*6, 29*
2b	*17*	*1, 4, 6, 16, 19, 25, 28, **30***	*7, 12, 14, 18, 23*	*4, 5, 25, 27*	*12, 18, 23, 24*	*1, 5, 15, 16, 19, 25, 26, 28*
2c	*24*	*15, 26, 29*	*9, 17, 24*	*1, 6, 15, 16, 19, 28, 29*	*7, 17*	*20*
1	*9*	*20*		*20, 26, **30***	*9*	***30***
w						

The lowest point score was 10.3 and the highest was 21.0 (M=15.6, SD=3.1). Oliver scored 4.5 below the national average for all children, and 4.0 below the national average for boys. He ranked 26th in the class.

QCA Y3

Data were only available for Oliver. Oliver appeared to have made progress, achieving Level 2c in reading, and Level 2b for writing and mathematics thus reaching the expectations for KS1.

QCA Y4 – Not applicable.

School Attendance

In the year 2004/5, Oliver's attendance was 97.3%. This was 2.8% above the national average for primary schools, and 2.3% above the Countyshire average (*Table 5.14f* overleaf).

Table 5.14f Case 14 – class attendance

School Attendance Percentages – Oliver's Class (School V) 2004/5 National Average = 94.57% Countyshire Average = 95.00%												
Scores rounded to the nearest whole number						*The children's code numbers are shown in italics (LAC in red).*						
	100%	99%	98%	97%	96%	95%	94%	93%	92%	91%	90%	Below 90%
girls	*10*	*11, 12, 13, 24*	*17*	*14, 18*	*3, 21*	*7*			*23*			*9*
boys	*4, 28, 29*	*5, 15, 22*	*1, 26*	*20, 25, 30*	*6, 19,*		*8*		*16*			*27*
Totals	**4**	**7**	**3**	**5**	**4**	**1**	**1**	**0**	**2**	**0**	**0**	**2**

4.2 Staff Consultation and School Data: Educational Concerns

The concerns stated on the PEP current at the time of data collection, were for handwriting, story sequencing, concentration, remembering instructions, attention seeking and disruptive behaviour. He was also beginning to find his work more difficult. A previous PEP, undated, noted concerns about Oliver being uncooperative with peers and staff, his behaviour (including aggression towards his peers), attitude, concentration, delayed language skills, and lack of care regarding his personal belongings and his work. LACET had been involved previously, providing a place for Oliver in a social skills group, and with general classroom support. More support had been requested.

Oliver was on the SEN register at 'school action plus', for behaviour, concentration, following instructions, handwriting, language (including comprehension), and difficulties concerning emotional well-being. Oliver was referred to the Educational Psychologist in November 2005 because of his limited language skills and behaviour. He had been referred to SALT. The assessment (13.6.06) found that he had difficulties processing and understanding spoken language and showed some semantic disorganisation.

Oliver was in the lower ability group in the class. Generally, he was thought to be immature for his age. His reading and spelling were better than the rest of the group. The greatest concern was his writing and mathematics. He had to be encouraged to take pride in his work (CT interview). The DT and SENCo were also concerned about Oliver's academic performance. They both believed that

uncertainties regarding his current and future placements were having a negative affect on his emotional well-being and his learning (staff questionnaires).

Although the same could be said for some of his classmates, Oliver *"needs consistency really,* [in] *the whole routine really, he doesn't cope very well with being out of routine"* (CT). The CT thought the changes in his home life were affecting Oliver's behaviour in school (CT interview).

The SENCo commented that Oliver had developed an attachment to the CT. However, there were concerns about this because *"his behaviour towards her is becoming inappropriate at times e.g. 'I love you' - shouting to others 'I love her' and trying to kiss her"* (SENCo) (staff questionnaire). Although Oliver was *"very comfortable in the company of adults"* in school, there was concern about his readiness to attach to people (CT). There was a particular concern about his inappropriate behaviour towards the CT (CT interview).

From the young person's views section of the PEP (September 2005), Oliver appeared to have appositive attitude towards school. He said he was 'happy' at, and 'excited' by, school. He enjoyed numeracy and literacy, but found art and spelling difficult. He had recently joined the school gardening club. He named three members of staff he could talk to if he needed to.

Oliver was a sensitive child and was empathetic towards other people. The CT believed he stood out in the class because of his immaturity and his attention-seeking behaviour (CT interview).

4.3 Educational Attainments and School Attendance Summary

Oliver was on the SEN register at 'school action plus' for behaviour, concentration, following instructions, handwriting, language (including comprehension), and difficulties concerning emotional well-being. LACET had helped him with social skills through group work. SALT had observed and assessed him. They found that he had difficulties processing and understanding language and showed some semantic disorganisation. There were also indications that he was distracted from his work by his own thoughts, implying problems concerning emotional well-being. Oliver's limited language affected his ability to access the curriculum. Around the time of the data collection, he had also been referred to the Educational Psychologist

because of concerns about his limited language skills and his behaviour (PEPs; IEPs; SALT Report; Notes to the Educational Psychologist).

The CT's main concern at the time of the interview seemed to be Oliver's behaviour and immaturity. He constantly sought attention and distracted his classmates. There was a particular concern about his readiness to attach to people, and his attachment to the CT was causing problems because of his inappropriate behaviour towards her.

The DT and SENCo were concerned about Oliver's academic performance. In class, Oliver was in the lower ability group. His writing and mathematics skills were particularly poor, and he took little pride in his work. Oliver's EYP score of 35.3% was joint second lowest in the class, with his poorest area being mathematics. In the KS1 SATs, he did not reach Government expectations in writing or mathematics, and ranked second lowest in the class.

5. Discussion and Conclusion

Oliver received one reciprocal nomination for play, but was found to have 'rejected' SMS by both play and work ratings. However, he may not be at risk of social exclusion generally. He received the two top ratings from 50% of the class for play, and he had been elected onto the School Council with a large majority. It is possible that he had friends in a different class (Coie, 2004). This may account for the staff assuming Oliver to be quite popular. There were some indications of 'rejected' status, e.g. he was disruptive and attention-seeking in class, and had help-seeking tendencies (Coie *et al.*, op.cit.). However, he also appeared to have leadership qualities, and he did have several ratings at either extreme, which may indicate a 'controversial' profile (Coie *et al.*, ibid.). There had been concerns about Oliver's peer relationships in the past, but LACET social skills intervention appeared to have helped as peer relationships were not mentioned as an issue by the staff, and the latest PEP considered him to have good relations with both peers and staff. As future social exclusion cannot be ruled out, it would have been advisable to monitor his SMS.

At the time of testing, Oliver's LCB was found to be balanced and 'normal', and there appeared to be some positive indications with regard to education. The CT believed Oliver enjoyed his work and he responded well to praise. However, his behaviour would seem to be at odds with these findings. Oliver seemed unable to

work independently. He constantly tried to gain attention. He consciously, or subconsciously, made noises in class distracting his classmates. This may be an indication of insecurity and linked to difficulties concerning emotional well-being. These disruptive tactics may also indicate that more work on social skills was required to help him gain attention in more appropriate ways (Iwaniec, 2006).

The CT and SENCo thought Oliver's S-E was high for both work and play, but the DT disagreed. Oliver's S-E was found 'very high' on the day of the test, and yet there were indications that this may not have been the case. He wanted to please and seemed to be constantly seeking approval as well as attention. This could indicate underlying insecurity issues. It could also be that children who endeavour to avoid the disapproval of peers and teachers may be more inclined to behave in such a way as to enhance these relationships (Rudolph *et al.*, 2005), although the distracting behaviours Oliver engaged in, would seem to be inconsistent with this. The apparent positive self-appraisals may be a strategy for preserving self-worth (Pajares, 2006), and to mask insecurity and anxiety (Schofield & Beek, 2006; Bombèr, 2007).

Oliver was on the SEN register for difficulties with behaviour, concentration, following instructions, language, handwriting, and emotional well-being. According to the EYP, Oliver had a poor start to his school life. He had relatively low scores for both mathematics and language/literature development. At KS1, he had not reached Government expectations in writing and mathematics, although he did attain Level 2 in reading. It is possible that Oliver's relatively poor academic performance was due to a general lack of ability, however, it is perhaps more likely to be because of difficulties in processing and understanding spoken language and semantic disorganisation. This could be the reason why he had difficulty following instructions, and may be associated with his poor memory. Oliver's poor progress may be attributable to his immaturity and his behavioural problems. His behavioural difficulties may, in turn, be caused by difficulties concerning emotional well-being. This would seem to support research suggesting a strong association between learning and emotions and feelings, and the negative effect of anxiety and worry on information processing, motivation and memory (Cooper & Tiknaz, 2007). All Oliver's difficulties are likely to have an effect on his ability to concentrate. A delay in one developmental area, e.g. language, has the potential to affect others (Stock & Fisher, 2006).

Although it has been hypothesised that rejection impairs self-regulation, particularly in relation to intellectual performance, cognitive processing and social behaviour (Baumeister *et al.*, 2005), this may not be so with Oliver. His social and learning difficulties may be associated with attachment disorder (Iwaniec, op.cit.; Bombèr, op.cit.). There was a particular concern about his attachment to the CT and associated inappropriate behaviour. It appeared to be almost of a sexual nature. It could be that Oliver associates any kind of affection with a sexual relationship which may need specialist help, e.g. from CAMHS (Schofield & Beek, op.cit.).

There were no concerns about Oliver's school attendance, although the PEP mentioned a concern about lateness due to his need to travel by taxi.

6. Hypotheses generation: one potentially modifiable SL issue

In this specific classroom context, in terms of SMS, LCB and S-E, Oliver's LCB, S-E and emotional well-being are associated with his educational attainment.

Case 15 – Orla's Story

1. Administrative and Biographical Information

Orla was one of 25 children in this YR class of 9 boys and 16 girls. In tables and graphs, Orla is referred to as 'W25/LAC'. At the time of testing, the children were seated in ability groups determined by the teacher.

When the data were collected in 2006, Orla had been looked-after for between four and five years.

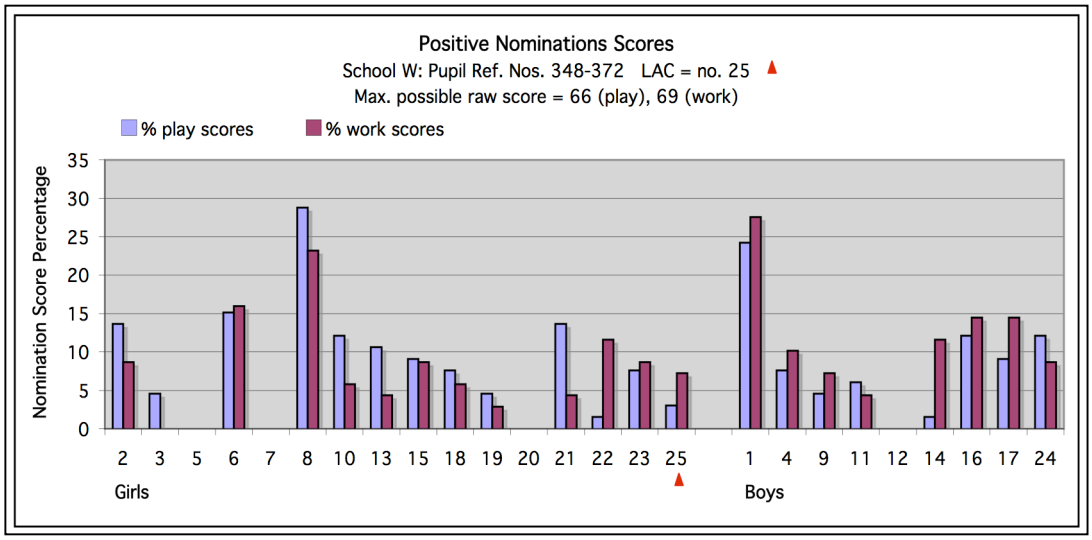
2. Social Perceptions in the Classroom

2.1 Sociometric Status

2.1.1 Findings: positive nominations and smiley-face rating scales

Orla ranked 19th in the play nominations, scoring 4.2 below the class mean (M=6.2, SD=4.8), and was 12th amongst the girls (*FIG. 5.15A*). In the work nominations, she ranked 13th with a score 1.00 below the class mean (M=6.0, SD=4.9), and was seventh amongst the girls. Orla received two nominations for both play and work. One was from the same child in each setting, but was only reciprocated for play. One of Orla's choices was the same in both settings, but was not reciprocated. Orla was sitting on the same table as her reciprocal play nomination.

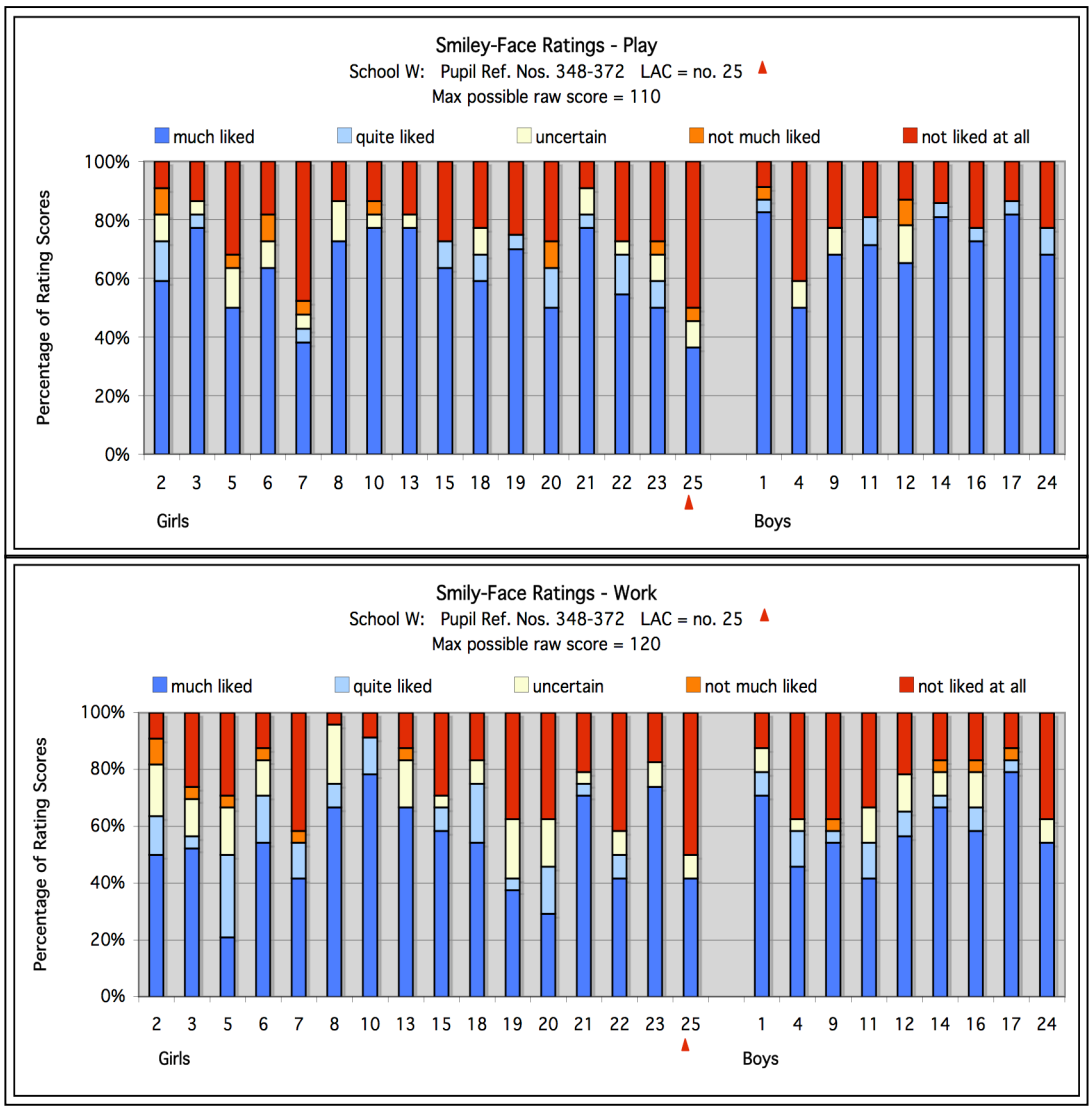
FIG. 5.15A *Case 15 - positive nomination results*



In the smiley-face ratings (*FIG.5.15B*), Orla ranked joint 24th in the class for play, scoring 37.3 below the class mean (M=96.3, SD=11.0), and was 15th amongst the girls. She was joint-lowest in the class. She received eight (33.3%) top and 11 (45.8%) bottom ratings and very few middle ratings. According to the classification criteria (Coie *et al.*, 1982; Coie & Dodge, 1983), her SMS for play was 'rejected' (*Appendix 4*).

Orla ranked 25th for work, scoring 22.67 below the class mean (M=90.7, SD=11.5). She ranked lowest in the class. Orla received 10 (41.7%) top ratings, 12 (50.0%). She received few middle ratings. Her SMS for work was 'rejected' according to the classification criteria (Coie *et al.*, op.cit.; Coie & Dodge, op.cit.) (*Appendix 4*).

FIG. 5.15B Case 15 - distribution of ratings for play and work



Orla liked most of her classmates. She gave the top rating to all 24 for play, and to 18 (75.0%) for work. She gave the lowest rating to four for work.

Orla's rank within her class according to the SMS tests is shown in *Table 5.15a.*

Table 5.15a Case 15 - sociometric status results

girls boys LAC	Sociometric Status in Orla's Class							
	Positive Nominations				Smiley-Face Ratings			
	Play		Work		Play		Work	
	rank	child	rank	child	rank	child	rank	child
Highest SMS One third of class	1	W8	1	W1	1	W1	1	W8
	2	W1	2	W8	2	W21	1	W10
	3	W6	3	W6	2	W17	1	W17
	4	W2	4	W16	4	W3	4	W1
	4	W21	4	W17	5	W10	5	W13
	6	W10	6	W4	6	W8	5	W21
	6	W16	7	W22	6	W13	7	W14
	6	W24	7	W14	6	W14	8	W6
Middle SMS One third of class	9	W13	9	W2	9	W12	8	W18
	10	W15	9	W15	10	W2	8	W23
	10	W17	9	W23	10	W16	11	W16
	12	W18	9	W24	12	W24	12	W15
	12	W23	13	W25	13	W11	13	W12
	12	W4	13	W9	14	W9	14	W2
	15	W11	15	W10	15	W6	15	W3
	16	W3	15	W18	15	W15	16	W9
	16	W19	17	W13	15	W18	16	W24
Lowest SMS One third of class	16	W9	17	W21	18	W22	18	W4
	19	W25	17	W11	19	W19	18	W11
	20	W22	20	W19	20	W20	20	W5
	20	W14	21	W3	20	W23	20	W7
	22	W5	21	W5	22	W5	20	W22
	22	W7	21	W7	23	W4	23	W19
	22	W20	21	W20	24	W25	24	W20
	22	W12	21	W12	24	W7	25	W25

2.1.2 Staff Consultation

The TA, DT and SENCo declined to take part in the staff questionnaire.

The CT was not sure whether Orla's classmates liked to play or work with her, and commented that Orla had found it difficult to play with the other children at first. When Orla started school, she was *"quite bossy, and quite physical"* with her classmates (CT). The difficulties were such that LACET needed to provide support for her at lunchtimes (CT interview). This support had been phased out by the time of the CT interview.

In the classroom, Orla usually worked well with her classmates. Although, she had improved, Orla used to find discussion times difficult when sitting on the carpet. She would interrupt and chatter to whoever was sitting by her (CT interview).

2.1.3 SMS Summary

Despite Orla's relatively low rank in the ratings with the finding of 'rejected' SMS, she may not be risk of social exclusion. She received two nominations for play, one of which she reciprocated, and two unreciprocated nominations for work. This seems to indicate that she had been able to form at least one good friendship. In addition, and she was given the top ratings by eight children (36.4%) for play, and by ten (41.7%) for work. The CT was unable to give an opinion about Orla's popularity, except to say that she seemed to be an accepted member of the class.

There had been concerns about Orla's social skills earlier in the year when she had just started school. She had improved with the help of lunchtime support provided by LACET. Her need to be in control persisted, and she continued to want to be first in everything, although she had begun to see the benefits of cooperation.

3. Social Perceptions of Self

3.1 Locus of Control Beliefs

3.1.1 Findings

According to PPNSIE (*Table 5.15b*), Orla had a relatively balanced LCB score of 11, with a slight internal tendency. Her score was 2.2 below the class mean (M=13.2, SD=2.3).

It was not possible to administer B/G-STEEM because of the school's time constraints.

Table 5.15b Case 15 – PPNSIE results

PPNSIE SCORES (max. possible score = 26)																			Key: girl boy LAC
towards externality ←										mid-point				→ towards internality					
18	16	15	15	15	15	14	14	14	14	13	13	13	13	12	11	11	10	9	9
W1	W4	W8	W15	W21	W22	W3	W20	W11	W17	W5	W19	W14	W24	W9	W25	W2	W6	W10	W18

There was one contradictory response to the questions. Possible explanations are that Orla was confused by seemingly duplicate questions or that she did not

understand the wording of the question (see *Appendix 17*). Examining Orla's responses to the LCB questions, using PPNSIE's three factors, may help to identify potential areas for modification –

Factor 1 - Making people and things do what you want them to do.

Orla gave internal responses to five of the seven questions in this section. Orla believed that there was something she could to if other children did not like her or wanted to hurt her, and she thought she could make them like her.

Orla believed there was nothing she could do to make amends if she did something wrong. She believed that wishing could make good things happen, but did not believe that thinking about what she was going to do makes things turn out better. Conversely, she believed that problems are better handled with some thought.

Factor 2 - Persistence in obtaining goals and dealing with powerful others.

All but one of Orla's responses to these questions were internal. She believed that her parents and others would like her no matter how she behaved. She thought she was able to get her own way, and believed she could make her friends and her parents to do what she wanted them to do. She did not believe her parents should decide what she should do. It is not known whether she had her birth parents or her foster carers in mind when she answered these questions.

Factor 3 - Relating to fate, luck and/or chance.

Orla had both a lucky number and a lucky charm. She believed she was often blamed for things that were not her fault. She thought that when people are mean to her it is for no reason, but she also believed that when another child hits her it, is because of something she had done.

3.1.2 Staff Consultation

The CT was uncertain whether Orla showed internality in her general behaviour or in her learning. As her behaviour had improved, the CT believed that Orla had begun to take more responsibility for it. Recently, she had not needed to be reminded how to behave appropriately so often. She tended to blame others when things went wrong. Her social and academic behaviour had improved since the beginning of the school year (the interview took place in June 2006).

Another teacher taught Orla's literacy and numeracy groups. The CT, having consulted the other teacher, believed that Orla was taking more responsibility for her own learning. This was because she was one of the first to finish her tasks, and because "*she's listened and performed and done what the objective of the lesson was, and sometimes more"* (CT). She liked to be first for most things, especially when it came to the lunchtime queue. Although she used to elbow children out of the way in order to be first, she no longer did that (CT interview).

3.1.3 LCB Summary

The PPNSIE results indicate that Orla tended to have a balanced LCB, with perhaps a slight internal tendency. Examining her responses, and the CT's comments, this would seem to have been the case. Orla's internal responses would seem to confirm her need to be in control.

Orla's responses to the education-related questions have what may be considered to be positive indications. She believed it was important to make the teacher like her, and that it is better to be clever than to be lucky. However, there were some contraindications. She thought people were born good at running races, and she believed it was not worth trying to win a game because other children were better than her. This may imply that Orla believed no effort was needed to achieve.

3.2 Self-Esteem

3.2.1 Findings

It was not possible to administer B/G-STEEM because of the school's time constraints.

3.2.2 Staff Consultation

The CT found this question difficult to answer, but generally thought Orla's S-E was *"quite good"*. The CT thought Orla was keen to be *"part of the crowd".* She liked to dominate her classmates, but had begun to realise that she could not always be in control, and that there needed to be cooperation. According to the CT, the other children seemed to tolerate her bossiness because she would often talk about *"things that happen to her"* (CT), and so they were sympathetic (CT interview).

In class, whilst Orla like to show her work to the CT, she did not appear to be attention-seeking. She liked to be praised. She seemed to be an accepted member of the class (CT interview).

3.2.3 S-E Summary

Unfortunately, as the B/G-STEEM could not be administered, it was not possible to ascertain Orla's 'voice' in order to identify potential areas for modification.

The CT was not sure about Orla's S-E. As Orla liked to show her work, and appeared to be accepted by her classmates, the CT assumed that it was *"quite good"*.

4. Educational Attainments and School Attendance

4.1 Findings

Foundation Stage Profile

Orla scored 57 points (48.7%), 24.4 below the class mean (M=81.4). She was the third lowest in the class. She scored between 40.0% and 45.0% for personal and social development, language and literature development, and mathematics. (see *Table 5.15c*).

Table 5.15c Case 15 - FSP scores

Case 15	Foundation Stage Profile (FSP) scores													
	DA: dispositions/attitudes			LTC: language/communication/thinking				NCL: numbers for labels/counting						
	SD: social development			LSL: linking sounds/letters				CALC: calculating						
girl	ED: emotional development							SSM: shape/space/measures						
boy	personal/social			language/literature				maths			knowledge &	physical	creative	
LAC	DA	SD	ED	LCT	LSL	Read	Write	NCL	CALC	SSM	understanding	development	development	score
W2			27				32			27	9	8	9	112
W1			27				33			24	8	9	9	110
W8			27				33			25	8	8	8	109
W21			27				30			26	8	8	9	108
W12			25				28			26	8	9	8	104
W20			26				24			23	8	8	8	97
W23			21				26			21	6	8	7	89
W6			24				21			20	8	8	7	88
W11			19				26			21	8	8	5	87
W17			18				25			19	8	9	5	84
W4			16				21			22	8	7	8	82
W24			18				25			21	8	6	5	82
W22			19				21			18	8	8	7	81
W5			15				22			19	8	8	8	80
W10			20				19			20	7	8	6	80
W19			21				20			17	6	8	8	80
W18			19				19			19	6	8	7	78
W9			20				17			15	6	8	4	70
W14			18				16			14	8	8	6	70
W16			14				16			15	6	8	7	66
W15			14				15			16	5	7	6	63
W25			11				15			12	6	6	7	57
W7			14				15			9	5	3	6	52
W13			8				5			5	2	2	3	25
max. possible score	section total		27	section total			36	section total		27	9	9	9	117

Only the section totals were provided. The results were not broken down into their component parts. The overall scores for this class ranged from 25 to 112 from a possible maximum total of 117 (SD=20.4).

KS1 SATs - Not applicable

QCA Y3 - Not applicable.

QCA Y4 – Not applicable.

School Attendance

No data were available.

4.2 Staff Consultation and School Data: Educational Concerns

The TA, DT or SENCo did not respond to the questionnaire, and no school documents were made available.

Orla behaved well in class and had a good relationship with the staff. The staff needed to be firm with her, as she needed clear boundaries (CT interview).

Orla was not on the SEN register, but LACET had provided behaviour/social skills support for Orla at lunchtimes. She had made good progress during the year, both academically and socially. The CT thought this was because Orla's life had been more settled. The CT was concerned that she may become unsettled again after the impending placement changes (CT interview). The CT commented that Orla *"can become emotional, i.e. easily upset quite quickly if something is bothering her"* (CT interview).

The CT was pleased with the progress Orla had made that year, *"she seems genuinely a happy, fairly well-adjusted child"* (CT interview).

4.3 Educational Attainments and School Attendance Summary

Orla's social skills had been a concern at the beginning of the year. Orla found it difficult to play with her peers. As a result, LACET had provided support at lunchtimes. The type of support was not specified. At the time of data collection, that support was no longer needed.

Orla behaved well in class, although she needed clear boundaries. This may indicate underlying insecurity.

Orla's total FSP score was 48.7%, which was the third lowest in the class. Her scores for personal and social development, and language and literature were the second lowest, and she was third lowest in mathematics.

Orla was not on the SEN register and the CT had no particular educational concerns. The CT believed Orla had made good progress during the year, both academically and socially. The only concern the CT had was that Orla may become unsettled again after impending placement changes.

5. Discussion and Conclusion

The children in this class were relatively young, and tended to rate their classmates at either end of the rating scale. Although five-point smiley-face rating scales are regarded as suitable for use with young children (Asher & Dodge, 1986; Hopkins, 2002), it is possible that few children in this class few may have had enough maturity to define their sociometric preferences on a five-point scale. Looking at *FIG. 5.15B*, this would seem to be the case, and it may lead to an inaccurate classification.

There had been concerns about Orla's peer relationships, but the social skills support from LACET appeared to have been beneficial. Although Orla was found to have 'rejected' SMS, she may not be at risk of social exclusion. She had received nominations for both play and work, and one play nomination was reciprocated, and this friend could prove to be a protective factor (Dunn, 2004; Kupersmidt & DeRosier, 2004; Iwaniec, 2006). In addition, Orla received the top ratings from an average of 39% for both settings. Despite her tendency to try to dominate her peers, the CT believed Orla was an accepted member of the class. However, because Orla often talked to them about her situation, the CT also seemed to think her classmates tolerated her out of sympathy. On the other hand, her bossiness may have provoked anger and rejection in her classmates (Schofield & Beek, 2006). These findings highlight a potential problem concerning Orla's SMS. Considering 'rejected' SMS has found to be particularly stable for at least five years (Coie & Dodge, op.cit.), monitoring her peer relationships would have been prudent.

The CT was not sure about Orla's LCB. Her general behaviour seemed to have improved. As Orla had become keen to be first to finish her work, the CT believed Orla had begun to take more responsibility for her learning. At the time of testing, Orla's LCB was balanced with a slight tendency to internality. Her tendency for

controlling behaviour towards her peers would seem to confirm these findings. This, together with the need for firm boundaries, may indicate issues of insecurity. Orla's PPNSIE responses showed some positive indications with regard to education.

The CT thought Orla's S-E may have been generally good, but was not sure. Unfortunately, there were no test results to support or counter this opinion, and the TA, DT and SENCo declined to comment. Rejection could negatively affect her S-E (Baumeister *et al.*, 2005), and her controlling behaviour could be a strategy to protect her S-E (Schofield & Beek, op.cit.). Orla's S-E would need further investigation to provide a fuller picture.

There appeared to be no particular educational concerns. Orla was generally well behaved, although she needed clear boundaries, and had controlling and bossy tendencies. She did not display attention-seeking behaviours, but she had difficulties during learning and discussion times when the children were seated on the carpet. At these times she would engage in low-level disruption by chatting to whoever was sitting next to her and by calling-out. This behaviour may cause irritation to her classmates, and is possibly another factor affecting her SMS.

The CT was pleased with Orla's academic and social progress. However, her FSP score was amongst the lowest in the class. Her lowest scores were for personal and social development, language and literature development, and mathematics, and were between 40.0% and 44.0%. However, there did not appear to be any developmental delay, and she was not on the SEN register. Not only had Orla wanted to be the first to finish her work, she had also felt the need to be the first in a queue. However, according to the CT, she no longer pushed her way to the front of a line.

In terms of attachment, it could be that by trying to please and not externalising her difficulties, Orla was showing signs of avoidance (Bombèr, 2007). Anxiety caused Orla to become *"emotional"* (CT), and the CT was concerned that the imminent change of placement may cause further emotional difficulties for Orla. Orla may also be using her work as a way to avoid thinking about what was happening to her out of school (Schofield & Beek, op.cit.). As she talked about her situation to her classmates, it seems that such thoughts were never far away. However, further investigation would be needed to ascertain whether this is the case.

No data was available for Orla's school attendance, but the CT had expressed no concerns.

6. Hypotheses generation: one potentially modifiable SL issue

In this specific classroom context, in terms of SMS, LCB and S-E, Orla's SMS, LCB and S-E are associated with her educational attainment.

B. Staff Consultation and School Data

Introduction

This section outlines issues arising from the data collection process, i.e. problems encountered obtaining school data, and the situation with regard to PEPs, school LAC policies, DTs and staff training.

1. Data collection

The opinions of CT, TA, DT and SENCo were sought for each LAC (N=60). Of these, five SENCos were also the DT and one CT was the SENCo. Two SENCos, one DT and two TAs failed to respond to the questionnaire, leaving a total of 54 respondents.

The schools and staff were generally very cooperative and interested in the study. However, there were some differences of interpretation concerning confidentiality. Acknowledging the support of the SSD and ED, some had no qualms about providing all the information requested. They accepted assurances of confidentiality and anonymity and the researcher's professionalism as a practicing teacher. Others were more cautious. Some data, e.g. SAT results, were supplied with all but the LAC's results anonymised making comparisons problematic. Others only provided data for the LAC concerned. One school refused to provide a class list until it was explained that the SMS tests could not be administered without it. Some data that were not provided by the schools were obtained through Countyshire Education Directorate.

There was limited documentary evidence on the support and help given to the children in school, but the data from the questionnaire responses, the interview with the class teacher, the PEPs and IEPs, indicates that support and help was provided according to need identified by the teaching staff. It may be that not all the children's educational, social, emotional, or physical needs were identified, and therefore were not addressed. CTs, TAs, DTs, and SENCos expressed concerns in their questionnaire and interview responses regarding issues of funding for resources, particularly when transitions to new schools were imminent.

2. Personal Education Plans

PEPs were not received for two of the 15 LAC, Marie (6) and Orla (15). The latest PEP was supplied for ten children, and two or more for Stevie (3), Sam (4), and Oliver (14).

The quality of PEPs varied. It was not altogether clear when the PEPs were written as not all were dated. Nor was it clear who was involved in drawing them up. Only the sheet with the young person's views required signatures and the date it was completed. This is an issue concerning the design of the form. Some PEPs were relatively detailed and others were less so. One noted the child's gender incorrectly (Case 10).

The young person's views on two PEPs were not included (Cases 7 and 8, School Q). This may have been an oversight. However, The value of the LAC's views expressed on the PEPs is questionable and should be treated with caution. They could be criticised for limiting the child's response and are open to socially desirable responses. They also assume that the child is able to identify their emotions.

Part of the purpose of PEPs is to ensure access to support, to highlight particular and special needs, and establish clear goals (Peake, 2006). These particular PEPs, in general, seem to add to the impression that they may be seen as "*just a paper exercise*" (Fletcher-Campbell *et.al.*, 2003).

3. School LAC policies

Statutory guidance concerning the Children Act 2004 and the ECM agenda (DfES, 2005c) recommends that schools draw up their own agreed policy for the educational provision and support for looked after children on their roll. Although a copy of each school's LAC policy was requested as part of this study, only two schools, R and P, supplied a copy. School S provided their equal opportunities policy document as there was no separate LAC policy. Lack of data meant an analysis could not be undertaken.

4. Designated teachers for LAC

Ten of the 11 schools involved had DTs. Five DTs were the headteachers, one was the deputy headteacher, and one was the SENCo, and three were other members of staff. As School N had no DT, the HT attended reviews for which she was briefed by the CT and SENCo.

One HT, who was also the DT, made the point that the responsibilities of a DT were very time-consuming. DTs need to attend training on all aspects of LAC, be up to date with each LAC's case, to support colleagues, to be able to access key professionals, to organise meetings, to prepare PEPs, and liaise with foster parents. For this they need appropriate amounts of non-contact time, which is problematic particularly in small village primary schools where heads and staff have to juggle many responsibilities between them (Peake, op.cit.). The task is considerable and at the time of writing, there is no pay incentive or established recognition of the responsibility, despite the fact they have a "*lead role on behalf of the most disadvantaged and complex children in the system*" (Peake, ibid. p.115).

5. Training

None of the CTs were aware of any training on identifying and addressing the needs of LAC being available through the LA. One CT (Case 12), who was also the DT, had received training about LAC, but it was self-initiated through the voluntary sector.

The data from the DTs, SENCos and TAs, were conflicting. Of those responding to the questionnaire, nine DTs and ten SENCos said training was available, whilst three DTs and one SENCo disagreed. Nine DTs and eight SENCos had received training, and four DTs and one SENCo had not received training. This would seem to be similar to previous research, which found that about 50% of DTs had received no specific training (Fletcher-Campbell *et.al.*, op.cit.), despite Government recognition that DTs need training (DfES, 2005c; DCSF 2009a).

Three TAs claimed training was available and two of them said they had received some, but no details were given. One TA suggested that training in counselling should be available, and that knowledge of the LAC's background would be helpful for their work.

Both before and after the data collection for this study, it has been recommended that training is needed for all professionals concerned to support the education of LAC (Christmas, 1998; Collarbone, 2007). If, as Bombèr (2007) suggests, there are increasing numbers of distressed, vulnerable children who struggle with the experience trauma and loss, and children whose background may include emotional and/or physical poverty, training in areas such as attachment, is important for all professionals working with children.

Chapter 6
Findings and Discussion

Introduction

The dangers of stereotyping LAC are widely acknowledged (Hare & Bullock, 2006). In contrast, this study is concerned with the uniqueness of the individual LAC in a specific context. The cases of the 15 LAC, presented in the unique context of their classes in this research, are brought together in this chapter. The findings are discussed through descriptively comparing and contrasting the LAC's SMS, LCB, S-E and educational attainment in relation to the theories explored in the literature review (Chapter 3).

This chapter follows the order of research questions 2 to 6 (see p.10). It is presented in similar format to the individual case studies. The LAC are referred to by their code name followed by their case number in brackets. *Table 6.1* provides a reminder of two of the basic differences between the 15 LAC, i.e. gender and year group. The data record for the 15 LAC can be found on the accompanying CD.

Table 6.1 15 LAC by NC year group and gender

	15 LAC by NC year group and gender *(case numbers in brackets)*							
	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Girls	Marie (6) Beth (8) Orla (15)		Tanya (12)	Helen (11)	Wendy (10)		Gina (1)	**7**
Boys			Harry (7)	Frankie (2) Mike (5)	Sam (4) George (9) Bobby (13) Oliver (14)	Stevie (3)		**8**
Total	**3**	**0**	**2**	**3**	**5**	**1**	**1**	**15**

1. Administrative and Biographical Information

The 15 LAC were in 11 schools of which eight were in urban areas and three in rural areas. 10 LAC were in single year group classes, and five in mixed year group classes. Further anonymised information on the schools involved in the study, can be found on the CD.

All 15 LAC were of white/British ethnic origin in classes with children who were predominantly white/British. At the time of data collection, these children had been looked-after for between two and six years:

- three for at least five years - Gina (1), Frankie (2) and Wendy (10);
- six for at least four years – Stevie (3), Sam (4), George (9), Mike (5), Marie (6) and Helen (11); and
- six had been looked after for at least two years – Bobby (13), Oliver (14), Harry (7), Tanya (12), Beth (8) and Orla (15).

2. Social Perceptions in the Classroom

2.1 Sociometric status

In the play nominations, all 15 LAC received at least one nomination. Two, Sam (4) and Tanya (12), were part of a triad for play. In their respective classes, Gina (1) and Sam (4) were amongst the three most popular children. The other 13 LAC scored below their class mean. Frankie (2) and Wendy (10) appeared to be the least popular of the LAC for play.

In the work nominations, 13 LAC received at least one work nomination. Marie (6) scored highest and ranked third in her class for work. Beth (8), Harry (7), and Sam (4), scored above their class mean. The other ten children scored below their class mean. Stevie (3) and Oliver (14) received no work nominations.

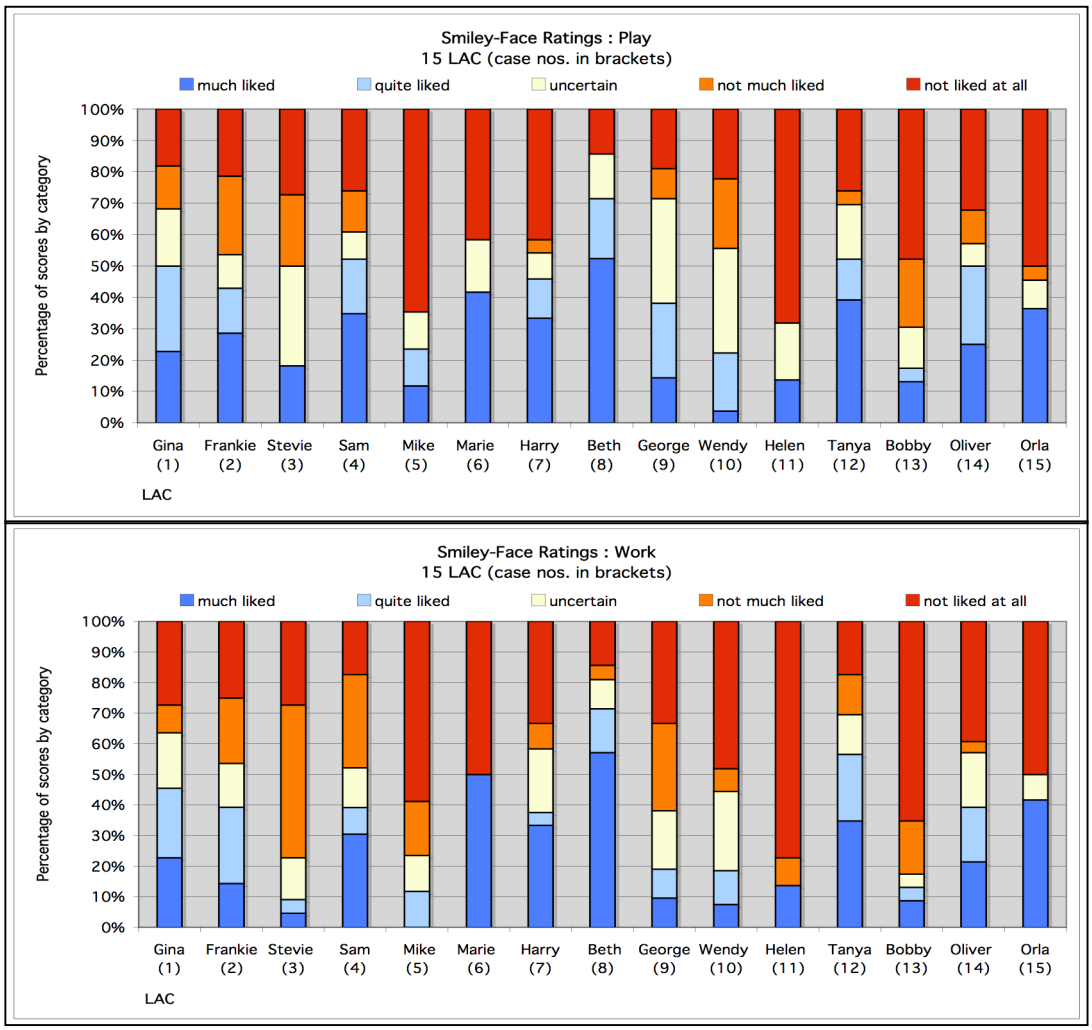
All but Frankie (2) had at least one reciprocal nomination. George (9) had one reciprocal work nomination, but none for play. Six children had no reciprocal work nominations. Gina (1) had the most reciprocal nominations, including one with a boy. All the other reciprocal nominations were same–gender.

At the time of administration of the SMS tests, the CTs were asked their opinion on who they thought were the most and least popular boys, and the most and least popular girls in the class. Two CTs were unable to provide an opinion, and six were uncertain in some instances (see *'SMS inter-rater agreement'* chart on CD). None of the class teachers identified the LAC as being either one of the most popular or one of the least popular boys or girls.

The smiley-face rating results (*FIG. 6.1*) and the profile descriptions (*Appendix 4*) provide some indication of each child's SMS. Generally, the profiles of the 15 children tend to be similar in both settings. These are considered together with the

findings of the classification procedure, and are described below beginning with the LAC found to be amongst the most popular in their class.

FIG. 6.1 15 LAC – smiley-face rating profiles



Gina (1) was found to have 'popular' SMS for play, but the results of the classification procedure for work were inconclusive. Her general profile seems to correspond more closely to 'average' SMS, despite being the most popular for play and the second most popular for work in her class, she had the only rating scores above the mean for her class. Although her social skills were reported as a strength on the PEP, the CT had some concerns (see Case 1 findings).

With scores relatively close to the mean for their respective classes, Sam (4), Tanya (12), Frankie (2) and George (9) would appear to have 'average' SMS. The staff voiced no concerns about their peer relationships at school.

Tanya (12) was found to have 'average' SMS in both settings. Sam (4) was found to have 'average' SMS for play, according to Coie and Dodge's (1983) criteria, but, for work, he met the criteria for 'popular'. The results of the classification procedure for Frankie (2) were inconclusive, although using Coie and Dodge's (ibid.) criteria, he may have been 'average' SMS for play.

George's (9) ratings were only relatively close to the class mean for play, possibly indicating 'average' SMS. On the other hand, his profile for work could indicate 'controversial' SMS. Following the classification procedure, he was found to have 'neglected' SMS.

Beth (8) would seem to correspond to the 'popular' profile even though she was mid-rank with scores close to the class mean. However, she was found to have 'average' SMS. The CT reported that she could be *"bossy and manipulative"*, and had received help with social skills. Nevertheless, she had a core of two or three friends.

With several ratings at either extreme, Harry (7) seems to have a profile similar to 'controversial' SMS. Although the staff thought he was relatively popular, the CT was concerned that he had difficulty maintaining friends. It was reported that in class he tended to be *"eccentric and loud"* (CT). Harry was found to be 'rejected' in both settings.

The profiles of Marie (6) and Orla (15) also appear to correspond to 'controversial' SMS. It is possible, however, that being in two of the classes with the youngest children, their results may be a consequence of age, inexperience, immaturity or inability to define their preferences using a five-point scale. It could be argued that this may apply to older children too.

Marie (6) had difficulties working in groups larger than two or three. She could be disruptive and controlling (LACET). In the playground she had problems mixing with her peers and tended to play with older children (CT). The classification procedure was inconclusive for both settings.

Orla (15) was *"bossy"* (CT) and aggressive at the beginning of that school year. She had received social skills support from LACET at lunchtimes to help her with her peer relationships. In class, she could be disruptive, especially during class discussion time (CT). The classification procedure found her to have 'rejected' SMS in both settings.

Only one of the 15 children, George (9), who was mentioned earlier, appears to fall into the 'neglected' category. However, Wendy's (10) profile also seems relatively close, particularly for play. The staff thought she lacked friends. The CT reported that she could be *"spiteful"*, and the PEP noted she could be domineering and intolerant of her peers. Her rating score was considerably below the class mean. Whilst the classification procedure was inconclusive for play, it found her to be 'rejected' for work. Stevie's (3) profile also seems to suggest he could be 'neglected' for play. The PEP (Y4) noted that he had difficulty maintaining friendships with boys. His peer relationships were a recurring concern and were mentioned by the TA, DT and SENCo. The CT, at the time of the interview, did not seem unduly concerned. His work profile suggests he may be closer to 'rejected' status and the CT believed his peers did not like working with him because of his low ability and disruptive tendencies. The classification procedure was inconclusive for both settings.

Further highlighting the problematic nature of categorising people, the profile Oliver (4) presents is not straightforward. His rating scores, whilst above 50.0% in both settings, were considerably below the class mean. He had several ratings at either end of the scale, but also in the middle sections. This seems to suggest his SMS may be somewhere between 'average' and 'controversial'. In class, he was attention-seeking and could be disruptive (PEPs), but the staff believed he was popular, particularly as a large majority had recently voted him onto the school council. However, the classification procedure found him to have 'rejected' SMS in both settings in his class.

From their profiles, the LAC most at risk of low SMS appear to be Bobby (13), Mike (5) and Helen (11).

Bobby (13) was found to have 'rejected' SMS. He was verbally and physically aggressive towards his classmates (CT), and needed help to control his anger (LACET). He did not want to join in, and if he did, he wanted to be in control. In class, he was attention-seeking and was not very cooperative when working in a group. The staff, particularly the CT, had concerns about his peer relationships.

Mike (5) was perceived by the CT and TA as being relatively popular, but the DT/SENCo and his classmates did not agree. He was found to have 'rejected' SMS. However, this could be due to the preponderance of girls in a relatively small class.

The CT and PEP reported him as sociable and caring, but needing help to make and sustain friendships.

Helen (11) appeared to be accepted by her peers (staff questionnaire) and she had a reciprocal nomination for play and work. However, she ranked very low in the ratings, which may indicate that she was tolerated rather than liked. She was found to have 'rejected' SMS in both settings.

Within their respective classes, Gina (1) and Sam (4) ranked relatively highly. Six of the LAC, Stevie (3), Mike (5), Wendy (10), Helen (11), Bobby (13) and Orla (15) ranked amongst the lowest in their respective classes. These six children in particular, may be at risk of social exclusion. The remaining seven children tended to be mid-rank (*Table 6.2*). The table for SMS classification for the 15 LAC is in *Appendix 25*. No gender differences were discerned for SMS.

Table 6.2 *15 LAC - summary of positive nomination and smiley-face rating results within their respective classes*

LAC girl boy	Play positive nominations	Work positive nominations	Play smiley-face ratings	Work smiley-face ratings	Status
	Percentages rounded to the nearest whole number				
1. Gina	Most popular girl.		Highest.	Joint 2nd highest.	Play: popular. Work: *unclassified.*
2. Frankie	Joint 2nd least popular.	2nd least popular.			Play & work: *unclassified.*
3. Stevie		Joint least popular. Zero nominations.	3rd lowest. Lowest boy. 48% 'not liked much/not liked at all'.	2nd lowest. Lowest boy. 48% 'not liked much/not liked at all'.	Play: *unclassified.* Work: popular.
4. Sam	2nd most popular boy.	3rd most popular boy.	3rd highest boy.	3rd highest boy.	*Unclassified.*
5. Mike		2nd lowest. Least popular boy.	Joint 2nd lowest.	Lowest. No top rating.	Play & work: rejected.
6. Marie	2nd lowest girl.	Joint 2nd most popular.		3rd lowest.	Play & work: *unclassified.*
7. Harry			2nd lowest boy.		Play & work: rejected.
8. Beth					Play & work: *unclassified.*
9. George					Play & work: neglected.

Table 6.2 continued

LAC girl boy	Play positive nominations	Work positive nominations	Play smiley-face ratings	Work smiley-face ratings	Status
	Percentages rounded to the nearest whole number				
10. Wendy			3rd lowest girl.	3rd lowest girl.	Play: *unclassified.* Work: rejected.
11. Helen			2nd lowest. 68% 'not liked at all'.	Joint lowest. 74% 'not liked at all'.	Play & work: rejected.
12. Tanya					Play & work: average.
13. Bobby			4th lowest. (70% 'not liked much/at all').	4th lowest. 3rd lowest boy. (83% 'not liked much/at all').	Play & work: rejected.
14. Oliver		Joint least popular. Zero nominations.			Play & work: rejected.
15. Orla			Joint lowest.	Lowest.	Play & work: rejected.

3. Social Perceptions of Self

3.1 Locus of Control Beliefs (*Tables 6.3 & 6.* below)

PPNSIE found:

- nine LAC (four girls; five boys) scoring between 11 and 15 inclusive (SD=2.3) could be said to have a relatively balanced LCB;
- four LAC (two girls; two boys) could be said to have external LCB tendencies; and
- two LAC (one girl; one boy) could be said to have internal LCB tendencies.
- No gender differences were discerned for LCB.

Table 6.3 15 LAC - PPNSIE results

PPNSIE SCORES (max. possible score = 26)														Key: girl boy
towards externality ←					mid-point				→ towards internality					
19	18	17	17	14	13	13	13	13	12	12	12	11	10	9
2. Frankie	3. Stevie	10. Wendy	12. Tanya	5. Mike	9. George	11. Helen	7. Harry	6. Marie	1. Gina	4. Sam	14. Oliver	15. Orla	8. Beth	13. Bobby

For making people/things do what they want (Factor 1), three LAC had tendencies to internality, and three to externality. The three externals, Frankie (2), Wendy (10) and Tanya (12), also had LH beliefs. For persistence with goals and powerful others (Factor 2), five had internal tendencies and eight tended to externality. Three of the externals, Mike (5), Wendy (10) and Tanya (12), had LH beliefs. Regarding fate, luck and chance (Factor 3), only Bobby (13) had internal tendencies, whilst eight tended to externality. One of the externals, Mike (5) tended to have LH beliefs. Tanya was the only one to have external tendencies for each factor. Altogether, four children appeared to have some LH beliefs.

B/G-STEEM found:

- six LAC (four girls; two boys), had 'normal' LCB;
- two LAC (girls) had 'external' LCB; and
- six LAC (boys) had 'internal' LCB.

It is noted that as Marie (6) and Beth (8) were slightly below the age-range of this test, their results should be treated with caution. Orla (15) and her class did not participate in this test.

The results are shown together with the S-E results in *Table 6.3b* overleaf.

As noted in the individual case studies, there is some difference between the results of PPNSIE and B/G-STEEM concerning the LCB of these children. The respective validities and reliabilities of the measure are likely to be, in part, responsible for such differences.

3.2 Self-Esteem (*Table 6.4* overleaf)

On the day their classes were tested, B/G-STEEM found two LAC to have 'very low' S-E. Three had 'low', four had 'normal, three had 'high', and two had 'very high' S-E. The boys tended to have mid to very high S-E, and girls tended to have low to high S-E.

It is noted that as Marie (6) and Beth (8) were slightly below the designated age-range of this test, their results should be treated with caution. Orla (15) and her class did not participate in this test.

Comparing the B/G-STEEM LCB and S-E results (*Table 6.3b*), the six boys who had 'normal' to 'very high' S-E tended to have 'internal' LCB. The two children with 'very low' S-E tended to have 'normal' LCB. As PPNSIE LCB results differed from

those of the B/G-STEEM, inferences concerning the relationship between LCB and S-E would require further investigation.

Table 6.4 15 LAC - B/G-STEEM: S-E and LCB findings

B/G-STEEM	*The LAC's code names are shown in italics (Case no. in brackets).*						S-E TOTALS
	External LCB		Normal LCB		Internal LCB		
	girls	boys	girls	boys	girls	boys	
Very High S-E				*Oliver (14)*		*Harry (7)*	2
High S-E			*Beth (8)* *Tanya (12)*			*George (9)*	3
Normal S-E						*Frankie (2)* *Sam (4)* *Mike (5)* *Bobby (13)*	4
Low S-E	*Gina (1)* *Wendy (10)*		*Helen (11)*				3
Very Low S-E			*Marie (6)*	*Stevie (3)*			2
LCB TOTALS	2	0	4	2	0	6	14

4. Educational Attainments and School Attendance

4.1 Early Years Profile / Foundation Stage Profile

Data were available for 14 of the 15 LAC. No data were supplied for Gina (1).

The EYP and FSP are not exactly the same, but they are similar, the latter being a refinement of the former. They are both based on the same six main categories, and although the scores are not directly comparable, the overall percentage of scores have been placed together to provide some indication of the spread of attainment (*Table 6.5* overleaf).

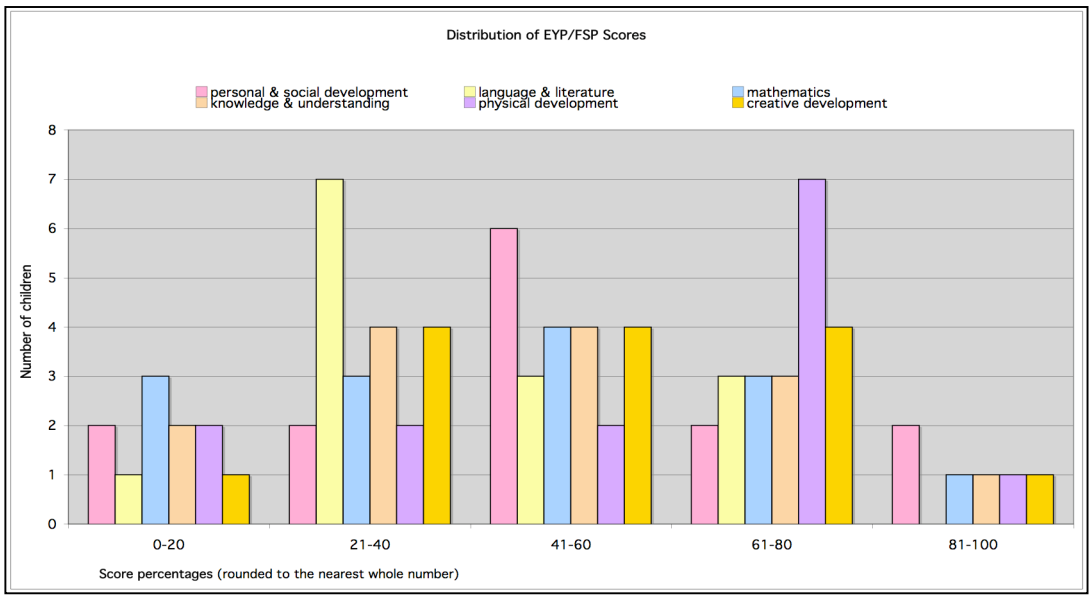
The scores range from 11.3% to 79.5%, with a group mean of 46.4% (SD=21.4). Four children scored over 67%, over 20 points above the group mean. Four children scored relatively close to the mean. Six scored below 40%, with Helen (11) attaining the lowest score.

Table 6.5 15 LAC - EYP/FSP score percentages

Percentage Scores - in rank order (15 LAC minus Gina (1))			*(percentages rounded to the nearest whole number)*						
girl boy			personal & social development	language & literature development	maths	knowledge & understanding	physical development	creative development	Total score percentage
case no.	code name	EYP *FSP*							
8	Beth	*FSP*	*89*	*67*	*81*	*78*	*89*	*89*	***79***
5	Mike	EYP	85	75	80	80	60	80	**78**
2	Frankie	EYP	75	78	75	75	67	67	**74**
9	George	EYP	80	60	75	55	67	60	**67**
7	Harry	EYP	58	43	40	50	47	60	**49**
15	Orla	*FSP*	*41*	*42*	*44*	*67*	*67*	*78*	***49***
10	Wendy	EYP	48	35	60	45	47	47	**45**
6	Marie	*FSP*	*52*	*36*	*41*	*44*	*44*	*67*	***44***
12	Tanya	EYP	43	28	50	30	40	47	**38**
14	Oliver	EYP	45	30	15	30	53	40	**35**
13	Bobby	EYP	33	23	25	30	20	40	**28**
4	Sam	EYP	18	23	25	25	47	33	**25**
3	Stevie	EYP	33	28	20	10	27	27	**25**
11	Helen	EYP	18	10	0	5	20	13	**11**
No. of scores 81-100% inc.			2	0	1	1	1	1	**0**
No. of scores 61-80% inc.			2	3	3	3	7	4	**4**
No. of scores 41-60% inc.			6	3	4	4	2	4	**4**
No. of scores 21-40% inc.			2	7	3	4	2	4	**5**
No. of scores 0-20% inc.			2	1	3	2	2	1	**1**

The curriculum area where there seems to be the most deficiency is language and literacy development. The distribution of the EYP/FSP scores shows that eight of the 14 children had scores between 10% and 36% for language and literacy (see *Table 6.5* above, and *FIG. 6.2* below).

FIG. 6.2 Distribution of EYP/FSP scores



4.2 KS1 SAT Results (*Table 6.6* below)

Of the 15 LAC, 11 were eligible to take the SATs for their particular cohort. Marie (6), Beth (8) and Orla (15), were too young, and Helen (11) was disallowed because of her SEN statement.

Four children, Gina (1), Frankie (2), Mike (5), and Tanya (12), attained the Government's expectation of Level 2 or above, for reading, writing and mathematics (National Curriculum Online, undated). None achieved Level 3.

Four children, Oliver (14), Harry (7), George (9), and Wendy (10), attained Level 2 in one of the three assessment areas.

Two, Sam (4) and Bobby (13) attained Level 1 or below in the three assessment areas. Stevie (3) did not manage to attain Level 1 in any assessment area.

The mean number of points for this group was 10.8. The lowest point score was Sam (4) with 3.0, and the highest was 15.0 (SD=3.8). Only Mike (5) scored at, or above, the national average for all children and for boys in his year.

Table 6.6 11 LAC - KS1 SAT results

KS1 SAT Results *The LAC's code names are shown in italics (case nos. in brackets).*						
	Reading		Writing		Mathematics	
Level	girls	boys	girls	boys	girls	boys
3						
2a		*Mike (5)*				*Frankie (2)* *Mike (5)*
2b	*Gina (1)* *Tanya (12)*	*Oliver (14)*	*Gina (1)*	*Mike (5)*	*Gina (1)*	
2c		*Frankie (2)*	*Tanya (12)*	*Frankie (2)*	*Wendy (10)* *Tanya (12)*	*George (9)* *Harry (7)*
1	*Wendy (10)*	*Sam (4)* *George (9)* *Bobby (13)* *Harry (7)*	*Wendy (10)*	*Sam (4)* *George (9)* *Oliver (14)* *Harry (7)*		*Sam (4)* *Bobby (13)* *Oliver (14)*
w		*Stevie (3)*		*Stevie (3)* *Bobby (13)*		*Stevie (3)*

4.3 QCA Y3 (*Table 6.7* below)

Six LAC took tests in Y3. Bearing in mind that QCA levels are not directly comparable to KS1 SAT levels, the six children appear to have made some progress since taking their initial KS1 SATs:

- Frankie (2), George (9) and Wendy (10) – in reading, writing and mathematics;
- Stevie (3) and Sam (4) – in reading and mathematics (NB – Sam took KS1 tests in place of the Y3 QCA tests); and
- Oliver (14) – in writing and mathematics. His reading appears to have regressed.

Table 6.7 Six LAC - QCA Y3 achievements

QCA Y3 Results	*The LAC's code names are shown in italics (case nos. in brackets)*					
	Reading		Writing		Mathematics	
Level	girls	boys	girls	boys	girls	boys
4						
3a						
3b						
3c						*Frankie (2)*
2a		*Frankie (2)*			*Wendy (10)*	
2b		*George (9)*		*Frankie (2)* *Oliver (14)*		*Oliver (14)* *George (9)* *Sam (4)*
2c	*Wendy (10)*	*Oliver (14)* *Sam (4)*	*Wendy (10)*	*George (9)*		
1		*Stevie (3)*		*Sam (4)*		*Stevie (3)*
w						

4.4 QCA Y4 (*Table 6.8* below)

Five LAC took tests in Y4. As the QCA levels are not directly comparable to KS1 SAT levels, they need to be approached with some caution. Since taking their initial KS1 SATs, some progress appears to have been made by all five children.

- George (9) and Wendy (10) – in reading, writing, and mathematics;
- Stevie (3) – in reading and mathematics (N.B. these were KS1 tests). No data were available for writing in Y3 or Y4;
- Sam (4) – in writing and mathematics (N.B. these were Y3 QCA tests). No data were available for reading in Y4; and
- Bobby (13) – in reading and writing (N.B. these were Y3 QCA tests). There may have been a slight improvement for mathematics.

Table 6.8 Five LAC - comparison of KS1 SATs and Y3 & Y4 QCA results

SAT KS1 and QCA Y3 & Y4 Results – 5 LAC *(* KS1 tests ** QCA Y3 tests)*									
LAC girl boy	Reading			Writing			Mathematics		
	KS1 SATs	QCA Y3	QCA Y4	KS1 SATs	QCA Y3	QCA Y4	KS1 SATs	QCA Y3	QCA Y4
3. Stevie	w	1	2c*	w	-	-	w	1	2a*
4. Sam	1	2c	-	1	1	2b**	1	2b	3c**
9. George	1	2b	3b	1	2c	3b	2c	2b	3c
10. Wendy	1	2c	2b	1	2c	2b	2c	2a	3c
13. Bobby	1	-	2c**	w	-	1a**	1	-	1a**

4.5 Attendance (*Table 6.9* below)

The attendance of the LAC ranged from 90% to 100%. For the year 2004/5, the national average for primary schools was 94.6%, and the Countyshire average was 95.0%. Two children were below the national average, and three were below the Countyshire average.

Not all the data were available for every child in each class. Ten LAC were at or above the average attendance for their school, which ranged between 94.3% and 95.9%. Attendance data were not available for Orla (15).

Table 6.9 15 LAC – school attendance

School Attendance Percentages – 15 LAC 2004/5 National Average = 94.57% Countyshire Average = 95.00%											
Scores rounded to the nearest whole number						*The LAC case numbers are shown in italics*					
	100%	99%	98%	97%	96%	95%	94%	93%	92%	91%	90%
girls			*6*	*1, 12*		*10*	*11*			*8*	
boys	*5, 13*			*2, 14*	*3, 7*	*4*					*9*
Totals	2	0	1	4	2	2	1	0	0	1	1

4.6 Educational Concerns

- 11 of the 15 children were on the SEN register:
    - one statement - Helen (11);
    - eight 'school action plus' - Sam (4), George (9), Bobby (13), Oliver (14), Frankie (2), Harry (7) Marie (6), and Stevie (3) for whom a statement had been applied for; and
    - two 'school action' - Gina (1) and Wendy (10).

  Four children, Mike (5), Tanya (12), Beth (8) and Orla (15), were not on the SEN register.

- Other agencies involved included the educational psychologist, LACET, LBSS, SALT, and a music therapist. For a breakdown of the number of professionals involved in the education of each of the 15 LAC see *Appendix 26.*

The concerns stated on the PEPs and IEPs, and those noted by the staff during the consultation, are listed in *Table 6.10* overleaf. This list is limited by the amount of data available. Nevertheless, it provides an indication of the wide range of concerns posed by this particular sample of LAC (see CD – 'Qualitative data analysis'). What is noticeable is the number of language-related problems there appear to be.

Table 6.10 Educational concerns

Concerns	Number reported	LAC code names ✓ PEPs & IEPs (none available for Orla (15)) ✓ CT/TA/DT/SENCo														
		girls							boys							
		1. Gina	6. Marie	8. Beth	10. Wendy	11. Helen	12. Tanya	15. Orla	2. Frankie	3. Stevie	4. Sam	5. Mike	7. Harry	9. George	13. Bobby	14. Oliver
Developmental delay	1					✓										
Delayed learning	3					✓						✓			✓	
Language	1 3									✓ ✓	 ✓			✓		
Speech and language	6 3		✓ ✓			✓ ✓				✓ ✓	✓			✓		✓
Literacy	11 11	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓			✓ ✓	✓ ✓	✓ ✓		✓ ✓		✓ ✓	✓ ✓
Reading	3									✓	✓			✓		
Phonics	2									✓	✓					
Writing	5	✓								✓	✓			✓		✓
Spelling	6	✓							✓	✓	✓	✓		✓		
Handwriting	5			✓							✓		✓		✓	✓
Following instructions	2													✓		✓
Mathematics	4 8		 ✓		 ✓	 ✓				✓ ✓	✓ ✓		 ✓		✓ ✓	✓ ✓
Time and organisation	2	✓		✓												
Social skills	5 7		✓ ✓	 ✓	✓ ✓		 ✓	 ✓		✓	✓		✓ ✓		 ✓	
Peer relations	5 7	✓ ✓	 ✓	 ✓	✓ ✓					✓ ✓					✓ ✓	✓ ✓
School adult relations	3 2					✓				✓ ✓						✓ ✓
Emotional well-being	1 11	✓ ✓	 ✓	 ✓	 ✓	 ✓	 ✓			 ✓		 ✓	 ✓	 ✓	 ✓	
Self-esteem	6 9	✓ ✓	 ✓		✓ ✓	✓	 ✓			✓ ✓		 ✓	 ✓	✓ ✓	✓ ✓	
Response to praise	8	✓	✓		✓		✓					✓	✓	✓	✓	
Confidence	4		✓		✓			✓	✓							
Concentration	6 7	 ✓	 ✓			✓ ✓			✓ ✓			✓	✓ ✓		✓ ✓	✓ ✓
Behaviour - general	7 11		✓ ✓	 ✓	 ✓	 ✓				✓ ✓	✓ ✓	✓ ✓	✓ ✓	 ✓	✓ ✓	✓ ✓
Attitude	1															✓
Attention seeking	1 3		 ✓							✓ ✓						 ✓
Disruptiveness	1 5								 ✓	 ✓			 ✓		 ✓	✓ ✓
Hyperactivity	1										✓					
Sexualized behaviour	1					✓										
Trustworthiness	1									✓						
Transitions (placement/ social worker/ teacher/ school / year group)	9	✓		✓	✓	✓						✓	✓	✓	✓	✓
Transport issues	2						✓									✓
Medical	3						✓				✓	✓				

5. Discussion and Conclusion

5.1 Social Perceptions in the Classroom

The SMS of the 15 LAC in this study ranges from 'popular' to 'rejected', with representatives in each of the categories except for 'controversial'. That is not to say none were 'controversial', but rather that some analyses were inconclusive or skewed. The results of the SMS tests, which were administered in a particular context of time and place, are not definitive, but only provide an indication of the children's SMS. Some children may appear less liked within their classroom because of the composition of the class (Coie, 2004). For example, there may be a gender imbalance, as in Mike's (5) and Orla's (15) classes or there may be a disproportionate number of children with behavioural difficulties, as in Bobby's (13) class.

All 15 LAC received at least one play nomination. However, it has been found that children who have the disruptive, aggressive and anti-social characteristics of rejected SMS, do have friends, but it is the quality of the friendship that seems to be crucial (Bagwell, 2004; Kupersmidt & DeRosier, 2004; Sandstrom & Zakriski, 2004). A high quality friendship provides comfort, support, and pleasure, enhancing self-esteem and self-worth, which can be a protective factor particularly for children from adverse family backgrounds (Bolger, 1998; Criss, 2002; Dunn, 2004; Iwaniec, 2006). However, SMS is not based on the number of positive nominations received but on both social impact and social preference scores derived from the positive nominations and peer ratings. Procedures by both Coie *et al.* (1982) and Coie and Dodge (op.cit.) agreed on the 'popular', 'neglected' and 'rejected' children in this study.

The number of 'rejected' children in this sample - six for play and seven for work - is a cause for concern. Not only is there a relatively high proportion, but the potential consequences for the individual child are considerable. Peer rejection has negative physical and psychological effects linked to behavioural, psychological and cognitive difficulties and problems in school (Bagwell, op.cit.; Kupersmidt & Dodge, 2004; Baumeister *et al.*, 2005). Concerns about peer relations were noted for seven LAC. Two were 'rejected' in both settings, Bobby (13) and Oliver (14), and Wendy (10), who was 'rejected' for work only. There were concerns about the social skills of nine. Of these three were 'rejected' in both settings, Harry (7),

Bobby (13) and Orla (15), plus Wendy (10) for work. There were a range of behavioural and educational concerns (*Table 6.10*, p.312), but there do not appear to be any particular behaviours common to these 'rejected' LAC. This is not surprising as both aggressive and non-aggressive children can be rejected by their peers (Boivin & Bégin, 1989; Wentzel & Asher, 1995).

Illustrating the cause and effect cycle of SMS, Bierman *et al*. (2004) comment that peers are reluctant to be sociable towards the 'rejected' child whilst that child becomes less inclined to seek entry into their activities. Having to adapt to a new school and gain entry to an established class and friendship groups following a placement move, like Bobby (13), could be particularly challenging.

Peer rejection has long-term negative effects on later outcomes including depression, drug abuse, delinquency and low educational achievement (Bierman *et al*., ibid.; Kupersmidt & Dodge, op.cit.; Cowan, 2004). SMS is considered to be relatively stable (Coie & Dodge, op.cit.), and is both a "*predictor and an outcome of social behaviour*" (Cillessen & Mayneux, 2004, p.17/18). More pertinently for this study, peer rejection and aggression together in children between six and eight years old has been found to be predictive of problems in middle childhood and adolescence (Bagwell, op.cit.; Bierman *et al*., op.cit.; Miller-Johnson & Costanzo, 2004). In addition, "*the self-regulatory skills and types of social behavior associated with sociometric status... appear to be related to academic success*" (Wentzel & Asher, op.cit., p.755). Mike's case (5) may illustrate this. He appeared to have submissive-rejected characteristics, the highest EYP score and was the only 'rejected' LAC to achieve Level 2 in all three KS1 SAT areas. Consequently he may not be so much at risk as aggressive-rejected children (Wentzel & Asher, ibid.).

For LAC who have been, or perceive themselves to be, rejected by their parent(s), peer rejection may compound the consequences. The same could be true for any maltreated child who has not been identified as needing state care. Apart from Orla (15), for whom no data was available on this, all believed that the other children liked playing with them and that they had a best friend. It is possible that some of these were socially desirable responses. The children's social skills varied from being sociable, friendly and caring, to having difficulties with sharing and taking turns, to aggression and not wanting to join in. As there were concerns about

social skills and/or peer relationships for all except three LAC, Frankie (2), Sam (4) and Tanya (12), SMS and social skills are areas requiring particular attention in the classroom.

5.2 Social Perceptions of Self

5.2.1 Locus of Control Beliefs

There was limited agreement between the PPNSIE and B/G-STEEM results. It could be argued that PPNSIE is the more reliable instrument as it consists of 26 items, as opposed to B/G-STEEM's seven, and is more widely used. The PPNSIE results will therefore be taken as the basis for this discussion.

The LCB of the 15 LAC ranged from internal to external. Nine children had balanced LCB, four had external tendencies and two had internal tendencies. There seemed to be an almost equal number of internal/external responses across the three factors (see *Appendix 18*). Overall, there appears to be little difference between the responses from the LAC and the non-LAC. None of the three factors or any of the questions appeared to be particularly noteworthy amongst the LAC.

Internality and academic achievement are considered to be positively related (Findlay & Cooper, 1983; Musher-Eisenman *et al.*, 2002). The findings from this small sample do not reflect this. Only two LAC could be said to have internal tendencies. Beth (8), four points towards internality, scored relatively highly (79%) in the FSP. As she had yet to take the KS1 SATs, it would be imprudent to make any association with such limited data. Bobby (13), five points towards internality, scored relatively poorly in the ESP (28%), did not attain the benchmark of Level 2 in the KS1 SATs, and only attained Level 2 in one area by the end of Y4. Of the 11 LAC eligible for KS1 SATs, only four attained Level 2 in all three areas, and two of these, Frankie (2) and Tanya (12), had external tendencies and some LH beliefs. It may be that none of these children had sufficient internality or externality for an association to be discerned. It is likely that other variables are also involved in attaining high educational achievement, e.g. resilience (Jackson & Martin, 1998), the ability to interpret non-verbal emotional information (Nowicki & Duke, 1992), self-regulation (Elliott, 1997; Baumeister *et al.*, 2005), attribution (Elliott, op.cit.), the ability to process social information (Gifford-Smith, 2004), and self-efficacy beliefs (Elliott, op.cit.; Pajares, 2006).

5.2.2 Self-Esteem

The S-E of the 15 LAC ranged from 'very low' to 'very high' on the day of testing. Both low and very high S-E can be a relatively accurate self-assessment of successes or competencies, or they can be a distortion (Baumeister *et al.*, 2003), and both can be problematic (Gilligan, 2009).

Fluctuating self-worth has been linked to children who have experienced relationship difficulties and who have "*negative approval-based self-appraisals*" (Rudolph *et al.*, 2005, p.320). The S-E of four of the LAC in this study, Marie (6), Harry (7), George (9) and Tanya (12) was reported by the CTs as being variable. Harry's S-E, for example, was 'very high' at the time of testing, but the CT thought it was generally 'very low', particularly following contact visits and changes at home. Similarly, George's S-E was said to be affected by out-of-school circumstances. It is possible that others in the sample also had fluctuating S-E, but the question was not asked directly.

Four LAC appeared to employ self-protection strategies. Although Mike's (5) S-E was not 'high', it was found to be 'normal'. However, the CT believed it to be generally 'low'. He was desperate for approval, yet self-depreciating. This may indicate a self-handicapping, or self-deceiving, strategy to avoid failure (Pajares, op.cit.), particularly as he was not considered by the CT to be working as well as he might. As he had peer-relationship problems, it could also be a strategy to gain acceptance, and linked to feelings of guilt, anxiety, depression and hopelessness (Rudolph *et al.*, ibid.; Iwaniec, op.cit.). It would not be surprising if he also had feelings of shame, "*an emotion experienced from a very young age – is felt when one is ineffective, demeaned and not socially accepted*" (Howe, 2005, p.38).

Bobby (13) had 'normal' S-E, but the staff had mixed opinions, possibly indicating fluctuating S-E. To hide his vulnerability, the CT believed his low S-E was masked by aggressive and attention-seeking behaviours. Bobby may have been hiding his insecurities and anxieties behind a façade of what he believes shows him to be tough and independent, particularly as he appeared to need to be in charge (Schofield & Beek, 2006; Bombèr, 2007).

Harry (7), with 'very high' S-E, may be using argumentative and extrovert behaviours as a façade. Oliver (14) also had 'very high' S-E. He was constantly seeking approval and attention possibly indicating underlying insecurity issues.

Apparent positive self-appraisals may be a strategy for preserving self-worth (Pajares, op.cit.), and to mask insecurity and anxiety (Schofield & Beek, op.cit.; Bombèr, op.cit.).

Praise is commonly used to enhance S-E. The LAC had varying responses to praise, and only six appeared to accept it well. Although praise was effective with Bobby (13), he did not know how to react appropriately, and interestingly, his response changed depending on whether the praise-giver was a male or female. Harry (8) and Sam (4) found it difficult to cope with praise initially but had since begun to respond well. However, when praise is perceived as undeserved, the praise-givers eventually loose credibility (Pajares, op.cit.). It is therefore important to ensure praise is for effort and persistence (Pajares, ibid.; Cooper & Tiknaz, 2007). This seemed to be the case for Stevie (3) and George (9). They responded well only when praise was specific, although George tended to accept negative criticisms more readily than positive ones. Gina (1), Mike (5) and Tanya (12) were wary of praise and it had a limited effect. Wendy (10) was also suspicious and seemed embarrassed by it. Praise had little positive effect on her, and it could have a negative impact. These children may have felt unworthy of "*good things*" (Schofield & Beek, op.cit., p.284) such as praise, so by attempting to control it, disappointment is pre-empted.

It is thought that social rejection may negatively affect S-E, leading *"to a reduced sense of self-efficacy or in other ways an impairment of self-regulatory performance*" (Baumeister *et al.*, 2005, p.595). This may be so for some children but a causal relationship between SMS and S-E cannot be assumed from these findings. Of the seven LAC with 'rejected' SMS, Wendy (10) and Helen (11) had low S-E, Harry (7) and Oliver (14) had 'very high' S-E, and the others had 'normal' S-E. They seem to correspond better with the two types of 'rejected' children identified by Boivin and Bégin (op.cit.), one with lower perceived competence and S-E than average children, and the other with higher. They suggest some children with low SMS may report high perceived competence when it is not actually so. This may be deliberate or as a result of an "*unconscious self-serving bias perceiving events so that their self-esteem is protected and enhanced*" (Boivin & Bégin, ibid., p.595). However, they also found popular children generally had more positive self-perceptions than average, but this was not the case with Gina (1).

Positive S-E is generally believed to benefit educational attainment. The results from the LAC in this study show limited evidence of this and it is not possible to confirm S-E as a factor in achievement. This is mainly because of the small sample and insufficient data. Of the four achieving Level 2 in the three areas in KS1 SATs, one was found to have 'low' S-E, two had 'normal' and one had 'high S-E'. The two with 'very high' S-E achieved below Level 2 in two areas.

5.3 Educational Attainments and School Attendance

Of the 11 LAC eligible to take the KS1 SATs, only four attained Level 2 in the three areas. By Government standards, seven of these LAC appear to be 'underachieving' by the end of KS1. However, one factor associated with low attainment is a low baseline (Heath *et al.*, 1994).

The EYP/FSP scores cover a wide range of attainment, with only four LAC achieving over 50%. Of these, one was yet to sit KS1 SATs, and one, George (9) only achieved Level 2 in mathemetics. Although Gina (1) achieved three Level 2s at KS1, her EYP score is unknown. These baseline tests tell a partial story but highlight language and literature development as a problem area for eight of the LAC. Six children were reported to have speech and language difficulties and had received SALT. All the boys, and five girls had some literacy-related problems. According to Stock and Fisher (2006), studies in the US have shown that language delay is common amongst children in public care, and that language delay is often not identified until the child begins school. They warn that the longer it takes to identify language delay, the greater the risk of it being compounded. As well as providing difficulties accessing the curriculum, language delays have been found not only to affect literacy, but also to negatively affect social competence and mental health resulting in low academic achievement (Stock & Fisher, ibid.).

Two children, Gina (1) and Mike (5), who had relatively high EYP scores and who attained the Government's expectations in reading, writing and mathematics at the end of KS1, may not have been performing to the best of their abilities. Although the Y3 and Y4 QCA test results seem to show that progress had been made for all eligible LAC, they should be treated with caution. This is not only because some of the children sat tests for a younger age group, but also because of concerns about the validity and reliability of the tests (Stobart, 2001). By the end of Y6, Gina (1) appeared to be slipping behind her classmates in English. Conversely, Tanya (12)

had a relatively low EYP score but managed to achieve the Government's expectations at the end of KS1.

Eleven LAC were on the SEN register. One had an SEN statement, and one was at the application stage. Altogether, five agencies, apart from the school, were involved with the education of these children. Apart from Helen (11), it is not known whether cognitive deficiencies had been explored with any other of the LAC by educational psychiatrists. Mike (5) was said to have 'delayed learning', but it is not clear where the term originated, or what was meant by it, considering he had a relatively high EYP score and attained three Level 2s in KS1 SATs.

School attendance is cited as a further factor in the low educational attainment of LAC (DfES, 2006c). Evans (2000) found this was more of a problem for secondary school, and the findings of this study concur. None of the schools had any concerns about the attendance for any of the LAC, and none had been excluded. However, there was some concern about Wendy (10) because she always arrived late which seemed to cause her some distress, and Oliver (14) who came to school by taxi.

There did not appear to be any notable gender differences in any of the results, except, perhaps, for S-E. The boys tended to mid to very high S-E, and girls tended to low to high S-E. In general, there seem to be more reported concerns about the boys, particularly regarding language-related difficulties and behaviour problems. It could be that boys tend to 'act out' more than girls. Some girls may appear quieter and more compliant, but that is not to say they have less difficulties. Quiet and compliant children are low profile and at risk of being overlooked, whilst those who 'act out' are high profile and attract attention (Bombèr, op.cit.). Gutman and Brown (2008), noted an association between early development problems, negative friendship patterns, and subsequent poor general well-being, but highlight the difficulty of identifying cause and effect. They suggest that "*early language, social and behavioural difficulties are predictive of later problems in social relationships*" (Gutman & Brown, ibid., p.4).

Difficulties with emotional well-being emerged from the staff consultation as a concern in 11 cases. Such difficulties are associated with poor concentration (Cooper & Johnson, 2007; Fernandez, 2007), cognitive and behaviour problems (Pringle, 1986; Heath *et al.*, 1989; Fletcher-Campbell & Hall, 1990; Iwaniec,

op.cit.), and neurological damage affecting learning and memory (Gerhardt, 2004; Iwaniec, op.cit.). As children's behavior difficulties may be misinterpreted, it is possible that one or more of the remaining four children may have also have problems with emotional well-being, particularly if they have experienced neglect, abuse, dysfunctional early relationships and rejection (Comfort, 2007; Cameron & Maginn, 2009).

Both between the LAC across classes, and also between the LAC and their peers within classes, the findings show an array of differences highlighting the uniqueness of the individual and the problematic nature of standard images, or stereotypes.

6. Hypotheses Generation

Major associations identified for each individual LAC from the 15 specific classroom contexts, in terms of SMS, LCB and S-E, are set out in *Table 6.11* (overleaf).

The main theme emerging from the results of the individual cases appears to be the varied emotional well-being of the LAC.

Another theme emerging from across the case studies concerns language and literacy difficulties.

Table 6.11 15 LAC - hypotheses generation

LAC girl boy	Associations identified
1. Gina	Emotional well-being is associated with S-E and educational attainment.
2. Frankie	LCB and S-E are associated with educational achievement.
3. Stevie	Emotional well-being is associated with LCB, S-E, behaviour and learning.
4. Sam	SMS, LCB and S-E are associated with educational attainment.
5. Mike	LCB and emotional well-being are associated with behaviour and educational attainment. LCB is associated with self-worth and learned helplessness.
6. Marie	Emotional well-being is associated with S-E and educational attainment.
7. Harry	Emotional well-being is associated with S-E, behaviour and educational attainment.
8. Beth	SMS, LCB and S-E are associated with educational attainment.
9. George	Emotional well-being is associated with LCB and S-E.
10. Wendy	Emotional well-being is associated with SMS, LCB, S-E, and educational attainment.
11. Helen	Delayed cognitive and language difficulties are associated with SMS, LCB, S-E and educational attainment.
12. Tanya	SMS, LCB and S-E are associated with educational attainment.
13. Bobby	Emotional well-being is associated with SMS, LCB, S-E, behaviour and educational achievement.
14. Oliver	LCB, S-E and emotional well-being are associated with educational attainment.
15. Orla	SMS, LCB and S-E are associated with her educational attainment.

7. Summary

This chapter presented the cases of the 15 LAC in the unique context of their classes. The findings were discussed through descriptively comparing and contrasting the LAC's SMS, LCB, S-E and educational attainment in relation to the theories explored in the literature review (Chapter 3). An association was discerned between SMS, LCB, S-E and educational attainment. Emotional well-being and language development emerged as additional factors.

Chapter 7
Reflection

Introduction

> "*reflection is at the heart of the learning process because without reflecting systematically and rigorously on what we do how can we ever learn from what we have just done*" (Ghaye & Ghaye, 1998, p.46).

Following the reflective discussion of the findings in Chapter 6, this chapter is a reflection on the research process. It is an exploration of experience, knowledge, values and identity (Bolton, 2006). It begins with a critical reflection on the methodology, including the limitations of the study. The implications of the findings for policy makers and CTs and future directions for research are briefly discussed. The chapter concludes with a reflection on the research experience from a personal perspective, followed by a summary.

7.1 Methodology

In order to address the research questions (Chapter 1, p.10), the methodology for this research adopted a design based on mixed methods and case study as described in Chapter 3. Triangulation was provided by multiple data sources, and contributed to validity and reliability (Denzin, 1989).

The conditions of the permissions granted by Countyshire SSD and ED, and the concern to limit the number of variables for theoretical and practical reasons, restricted the study in terms of sample selection and methodology. These were outlined in Chapter 3. It has already been acknowledged that measures have their own limitations in that they have an element of error (see Chapter 4).

Through the use of quantitative and qualitative methods a diverse range of rich and unique data were collected contributing to the validity and reliability of the study (Robson, 2002; Yin, 2004). The set of 15 case studies offer depth and insight into the social learning and behaviour of LAC in mainstream primary schools in one LA, with a particular focus on SMS, LCB and S-E. They provided a promising source for the generation of hypotheses.

As the sample in this study was relatively small, it was not possible to form any generalisations. Generalisations are not always helpful, particularly in a classroom situation, where it may be more productive to focus on the uniqueness of the

individual in a specific setting. In any case, the intention was to generate hypotheses to highlight both the emergence and the uniqueness of the individual LAC in a given classroom context, and potentially modifiable aspects of the LAC's social relationships in the class. It could be suggested that 15 case studies is a small sample from which to generate hypotheses, but it should be remembered that the sample was constrained by the number of LAC in mainstream primary schools fitting the criteria set by Countyshire. Consideration also had to be given to a number of other research projects calling upon the same pool of children. Despite this, 15 LAC together with their classmates (N=372), plus their CTs, TAs, DTs and SENCos, provided a total sample of 431 participants.

The measures of SMS, LCB and S-E enabled the voices of the LAC to be heard within the context of their classroom. There was an acceptable 90% response rate to the staff questionnaires, and all the CTs agreed to being interviewed. This essential qualitative data provided context to illuminate the quantitative findings. A future study would undoubtedly benefit from interviews with the individual LAC, their foster carers, and social workers. Such a study may need to be conducted jointly by researchers in the field of education and social work.

Collecting the school data as soon as the individual schools had given consent would have enabled a preliminary analysis. Any questions arising could then have been addressed in the CT interview. Unfortunately this did not happen. The schools tended to wait until the CT interviews to hand over copies of the requested documents and completed staff questionnaires, and even then, some needed reminding.

The school data were affected by issues of confidentially as discussed in Chapter 5B. This also affected access to the LAC's social care files. Had these been available, further insights into the social and learning behaviour of these LAC would have been possible particularly with regard to attachment.

The same methods were used in each case study demonstrating replicability. They provide a practical tool for schools to assess three potentially modifiable aspects of social learning, and can be used whether or not there are LAC (see *Appendix 27*).

7.2 Implications of the Findings of this Research

The DfES (2006a) asserted that,

> "*many children in care currently have a poor experience of school: they tend to be in lower performing schools, be moved round between schools too often, and receive insufficient support within school to flourish*" (DfES, 2006a, p7, para. 17).

The schools taking part in this study were not 'lower performing schools' (see CD for anonymised information on the schools). As far as could be ascertained, only two of the 15 LAC had moved schools. Whether the 15 LAC had a 'poor experience of school', is not a simple question. It not only involves the two-way relationship between the school and the LAC, but more importantly, the relationships between the LAC and the teacher, their peers, their self-perceptions and their attitudes to learning. The findings show support was provided for the 15 LAC, although it is possible that 'insufficient' support was provided, or that not all the needs of the individual LAC had been recognised. However, both 'lower performing schools' and 'insufficient support' are relative terms. Whilst the former may be quantifiable to a degree, the latter is not, and it could be argued that there can never be enough support for children at risk of low educational achievement. What seems to be crucial is that sufficient, appropriate and targeted support should be provided according to individual need. This requires careful assessment, particularly of speech and language (Mills, 2004; Stock & Fisher, 2006; Greig *et al.*, 2008), and including SMS, LCB, S-E and emotional well-being. There would be considerable implications for funding and resources, but if the improvement of educational outcomes for LAC continues to be a national imperative, then the issues highlighted here need to be considered when developing policy, provision and practice.

7.3 Future Directions for Research

> "*There is a danger... that we rely too heavily on the evidence that children can achieve positive outcomes in the face of adversity without fully understanding what enables these children to do so*" (Atwool, 2006, p.315).

As the procedures have been shown to be replicable, longitudinal studies could be undertaken to track individual LAC over the full period of their school career. This may provide valuable information not only on any changes to their SMS, LCB, S-E

and educational attainment over time, but to clarify any relationship between these variables. In addition, it may reveal further avenues to explore. Self-efficacy may be one such avenue (Bandura, 1977b; Dweck, 2000; Pajares, 2006). It should be noted that individual pupil tracking is now Government policy for academic attainment, attendance and behaviour (Roberts, 2006), but the specific areas of SMS, LCB and S-E may not be included.

The scope of the consultation could be opened up to include foster carers, social workers, educational psychologists, and other professionals involved with the education of LAC. Interviews with these people would enrich the data still further, and provide additional insights from other perspectives. Face-to-face interviews with the LAC would also help to clarify any ambiguous responses to the LCB and S-E questions.

This study could be seen as the first step towards a fuller exploration of the issues identified.

7.4 Reflections on the Research Experience

It is not surprising that the whole research process would have a huge personal impact, from the studying for, to the writing of, this thesis. Investigating the three constructs, SMS, LCB and S-E, provoked a certain amount of introspection, an extrinsic element, if you like. This is part of the cyclical character of the learning process, of relating the abstract to personal experience (Ghaye & Ghaye, op.cit.; Bolton, 2010).

The research experience has had an impact on this researcher's S-E in general, but particularly in the academic domain. It has shown that one's own evidence-based knowledge can be used to challenge assumptions and prejudices, whereas previously, other people's expertise, or assumed expertise, were too readily, and uncritically, accepted by this researcher.

7.5 Summary

The scope of this research was limited by two main considerations. The first was the conditions of the permissions granted by the SSD and ED. The second was the necessity to identify the key conceptual variables to provide **sufficient data to generate testable hypotheses** and to produce a useful addition to the existing body of knowledge in the education of LAC.

Although it can be argued that the main limitation of this thesis is the relatively small number of LAC, its strength lies in the in-depth case analysis involving a total of 372 children in 11 schools and which provided a wealth of quantitative and qualitative data. In addition, the replicability of the procedures should prove of value to schools in their quest to improve the educational achievements of LAC.

The implications of the findings for policy makers and schools, and ideas for inclusion in future research were briefly discussed.

Chapter 8
Conclusions

Introduction

The focus of this study is to deconstruct the stereotypic concept of LAC. Previous research has shown that, generally, LAC have poor educational outcomes. However, some LAC have been found to be high achievers, and their success seems to be dependent on their unique characteristics and circumstances. In order to develop some understanding of these issues, this research investigated the social learning and behaviour of LAC in mainstream primary schools within one local authority. It adopted an educational perspective and was set within the context of SLT. The focus was narrowed to three potentially modifiable areas, SMS, LCB and S-E, and concerned the generation of hypotheses.

The research questions outlined in Chapter 1 are used below as a framework for the key findings.

8.1 Summary of Key Findings

8.1.1 The Theoretical Framework for the Study

Focusing on social learning in general, and SMS, LCB and S-E in particular, a selection of interrelated theories, LH, AT and ATT, were examined through a review of the literature. The theories concern the acquisition of, and influences on, the learning of behaviours and are pertinent to understanding and developing effective social relationships and learning in the classroom. As well as being considered potentially modifiable, those conceptualisations selected are pertinent for vulnerable children, including LAC.

8.1.2 The Social Perceptions of the LAC

- The SMS of the 15 LAC ranged from high to low.
- Within their respective classes, two ranked relatively highly, seven were mid-rank and six ranked amongst the lowest on a five-point ordinal scale.
- According to SMS classifications (Coie *et al.*, 1982; Coie & Dodge, 1983) one LAC was found 'popular' in one setting, four were 'average' and seven were 'rejected'. The results for two were inconclusive, and one seemed to

be between 'rejected' and 'controversial' SMS highlighting the problematic nature of categorising people.

- In the school documentation, nine were reported as having difficulties with social skills.

8.1.3 The LAC's Social Perceptions of Self

Locus of Control Beliefs

- On the day of testing, the LCB of the 15 LAC ranged from internal to external.
- Three LAC attaining Level 2 (KS1 SATs) in all three areas appeared to have external LCB and some LH beliefs.
- One only attaining Level 2 (KS1 SATs) in one area appeared to have external LBC and some LH beliefs.
- There was little difference between the PPNSIE and B/G-STEEM responses from the LAC and the non-LAC.
- The findings from this small sample do not provide adequate evidence to support the hypothesis that internality and academic achievement are positively related. It is likely that other variables are also involved in attaining high educational achievement, e.g. resilience (Jackson & Martin, 1998), the ability to interpret non-verbal emotional information (Nowicki & Duke, 1992), self-regulation (Elliott, 1997; Baumeister *et al.*, 2005), attribution (Elliott, op.cit.), the ability to process social information (Gifford-Smith, 2004), and self-efficacy beliefs (Elliott, op.cit.; Pajares, 2006).

Self-Esteem

- On the day of testing, the S-E of the 15 LAC ranged from 'very high' (positive) to 'very low' (negative).
- The findings suggest that S-E fluctuates, and that S-E, behaviour and learning may be negatively affected by out-of-school circumstances, e.g. contact visits.
- S-E protection strategies were manifest through staff-reported behaviours such as self-depreciation, aggression, manipulation and attention-seeking.

They provide self-handicapping, or self-deceiving, tactics to address failure (Pajares, ibid.).

- Praise, as a strategy to enhance S-E, may have a limited effect with some LAC. Praise needs to be specific, for effort and persistence (Pajares, ibid.; Cooper & Tiknaz, 2007). Children feeling unworthy of praise (Schofield & Beek, 2006) may attempt to control it to pre-empt disappointment. Those whose experiences have led them to distrust others, may distrust a praise-giver's motives, and may not accept praise readily.
- A causal relationship between SMS and S-E cannot be inferred from the findings.
- It was not possible to confirm S-E as a factor in educational achievement.

8.1.4 The Educational Attainments and School Attendance of the LAC

- Eleven LAC were on the SEN register. One had an SEN statement, and another was at the application stage for an SEN statement.
- Five agencies, apart from the school, were involved with the education of these children.
- Ten of the 14 children for whom EYP/FSP data were available, scored below 50%. Of these, eight were on the SEN register.
- EYPs/FSPs showed language and literature development to be the area of most deficiency.
- Eight of the 12 children who took KS1 SATs, did not achieve the Government's institutional expectations in reading, writing or mathematics. Five of these were also experiencing difficulties with receptive and expressive language.
- Two children with relatively high EYP scores and who attained the Government's institutional expectations in all three subjects at the end of KS1, may not have been performing to the best of their abilities.
- The Y3 and Y4 QCA test results appeared to show that progress by individual children had been made, but the results should be treated with caution.
- One child appeared to be slipping further behind her classmates in literacy (National Curriculum) by the end of Y6.

- Because the concept of underachievement is both controversial and complex, it is not possible to say whether any of these 15 LAC could be said to have been 'underachieving'. However, eight of the 12 children at the end of KS1 had low attainments compared to the average pupil in their particular year, and to have attainments below Government institutional expectations.
- The educational concerns noted on the school documents and voiced by the staff, included, language, speech and literacy-related difficulties, social skills and peer relations, emotional well-being, particularly self-esteem, and behaviour. There were also concerns about the delayed development/ learning of three LAC.
- School attendance was not a concern for any of the 15 LAC. The attendance ranged from 90% to 100%.

8.1.5 Perceptions of School Staff Regarding the SMS, LCB, S-E and Educational Attainments of the LAC

- The school staff contributed valuable observational information on the SMS, LCB, S-E and educational attainments of the LAC. This qualitative data complimented the quantitative data to provide a comprehensive picture. These data were especially helpful in assessing the LAC's SMS and S-E.

8.1.6 Replicable Methods and Procedures to Assess Pupils' SMS, LCB and S-E

- As replication has been demonstrated through the explicit and detailed methodology used in all 15 case studies, the measures and procedures may be used in schools to investigate the SMS, LCB and S-E in their classes whether or not there are LAC. As it has been said, "*what is required to support children who are looked-after would also benefit other young people*" (Fletcher-Campbell, 1997, p.117).

8.2 Conclusion

The findings show an array of differences both between the LAC across classes, and also between the LAC and their peers within classes. **They highlight the**

uniqueness of the individual and the inadvisability of using standard images, or stereotypes, at individual school or class level.

Overall, there did not seem to be any notable gender differences in any of the patterns of results. There appeared to be more concerns noted by the school staff about boys, particularly with respect to language-related difficulties and behaviour.

The two main themes of the issues and hypotheses emerging from this empirical data were the varied emotional well-being of the LAC, and their various difficulties concerning language and literacy. The main non-directional hypothesis therefore is that there are complex relationships between the SMS, LCB, S-E, emotional well-being and the educational attainment of LAC.

Superficially, the 15 LAC in this study could be said to reflect a standard image in part, i.e. with respect to SEN and low educational attainment, but this would be to ignore the individual differences and complexities. Time will tell whether any of them will subsequently develop more social relationship problems or solutions than their peers. Social exclusion may be a problem for six of the children according to their sociometric ratings. Whilst an image of LAC, derived from large-scale surveys, may be valid at Government and LA policy-making level, it is too general to be helpful at individual level. The 15 LAC are individuals with unique personalities, abilities, experiences and needs, in a given classroom context, in a given school, at a given time.

This study seeks to contribute to the literature through an educational rather than a social work perspective. In the context of SLT, the focus of this study was the understanding, describing, and identifying potentially modifiable aspects of social learning and behaviour. It offers an insight into the variations of SMS, LCB and S-E found within a purposive sample of 15 LAC in mainstream primary schools in one LA. It adds to the growing body of knowledge into the education of LAC, and the development of professional understanding of social learning and behaviour. The value of the study encompasses potential for further research, practical procedures for class teachers to help inform their planning, and epistemology.

The findings of these cases highlight the uniqueness of the 15 individual LAC, calling into question the helpfulness of stereotyping other than for Governmental and LA **institutional** policy making. For the class teacher, practical methods of

identifying specific difficulties open to modification within **individual** LAC, and those considered 'vulnerable children', are likely to be welcomed.

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Glossary

Care order	A court order (made under section 31 of the Children Act 1989) *"places a child compulsorily in the care of a designated local authority, and enables the local authority in whose favour the order is made to share parental responsibility with the parent(s)".* It places responsibility on the local authority to look after and provide the child with accommodation and care, including meeting *"the full range of the child's needs for the period that the order remains in force",* or until the age of 18 years. (http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=6 (accessed July 2009))
Care plan	A Care Plan includes "*information about those needs and how the authority proposes to meet them*" (http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=6 (accessed July 2009))
Children in need	The Children Act 1989 placed a statutory duty on local authorities to care for 'children in need'. *"Under section 17 of the Act, a child is said to be in need if: 'he [or she] is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a local authority' 'his [or her] health or development is likely to be significantly impaired, or further impaired, without the provision of such services.' 'he [or she] is disabled'"* (http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=76 (accessed July 2009))
Choice Protects	A Government programme, launched in March 2002, based on the idea that "*well-matched placements for looked after children result in fewer placement breakdowns, and that placement stability is associated with improved educational achievement and better long-term outcomes for children in other areas of their lives*". (http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=30 (accessed July 2009))
Corporate parenting	This idea was introduced in the Government's 'Quality Protects initiative (1998). As the corporate parent of LAC, a local authority as a whole has a "*legal and moral duty to provide the kind of loyal support that any good parents would provide for their own children*" (http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=23 (accessed July 2009))
Education	"*1. the process of educating or being educated.* *2. the theory and practice of teaching.* *3. information about or training in a particular subject"* (http://www.askoxford.com/concise_oed/education?view=uk Accessed June 2009).
Educational psychologist	Involved in the assessment of children's SEN (Education Act 1996), they may work directly with children who have learning difficulties, a learning disability, or emotional or behavioural problems, or by advising or training teachers to do so (http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=89 (accessed July 2009))

Foundation Stage Profile	This was introduced in Sept.2003 and replaced the Baseline Assessment/Early Years Profile. It is used to summarise the achievements of children based on teacher observations (http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=35 (accessed July 2009))
Inclusion	The "*process of ensuring equality of learning opportunities for all children and young people, whatever their disabilities or disadvantages*". It involves "*adapting policies and practices within schools and other learning institutions to remove barriers to learning so that no learner is marginalised*... [and] *taking account of pupils' varied life experiences and needs*". The main principle is "*to ensure that no groups of children are becoming marginalised or underachieving*" (http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=138 (accessed July 2009))
Individual Education Plan (IEP)	A programme devised by a school and which sets out key individual short-term targets for a child who has been identified as having special educational needs. It includes teaching strategies and any extra support that may be needed. (http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=164 (accessed July 2009))
Looked after Children (LAC)	This is the term used to describe any child who is in the care of the local authority or who is provided with accommodation by the local authority social services department for a continuous period of more than 24 hours. The term was introduced by the Children Act 1989 (http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=53 (accessed July 2009))
National curriculum levels	These "*define whether the pupil is working at the expected standard for their age, above or below it. The range of levels within which the majority of pupils are expected to work are: Key Stage 1, Levels 1 - 3; Key Stage 2, Levels 2 - 5; Key Stage 3, Levels 3 – 7*" (http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=177 (accessed July 2009))
National curriculum tests	These are English and maths tests taken at the end of a key stage (KS). Science tests are also taken from end of KS2. They were formerly known as SATs*. Pupils take national curriculum tests in the core subjects (at age 7 and English, maths and science at age 11) (NfER, 2007 - Glossary of Key Assessment Terms. www.nfer.co.uk (accessed Jan.2008)). End of KS3 tests were abandoned in 2009. * as the data for this research was collected prior to the change, the tests are referred to in this thesis as 'SATs'.
Personal Education Plan (PEP)	An individual plan for looked-after-children developed in partnership with the child's school. It is reviewed alongside the child's care plan. (http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=37 (accessed July 2009))
QCA tests, or optional tests	English and maths tests, for pupils aged 8, 9 and 10, published by the Qualifications and Curriculum Authority. Schools or local authorities can choose whether or not to use these tests (NfER, 2007 - Glossary of Key Assessment Terms. www.nfer.co.uk (accessed Jan.2008)).

Quality Protects	A Government programme 1998 – 2004. The aim was to "*modernise the management and delivery of children's social services. It was a key part of the government's wider strategy to tackle social exclusion and focused on working with some of the most disadvantaged and vulnerable children: children looked after by local authorities, children in the child protection system, and disabled children*" (http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=107 (accessed July 2009))
SEAL	'Social and Emotional Aspects of Learning' is a comprehensive, whole-school approach to promoting the social and emotional skills thought to underpin effective learning, positive behaviour, regular attendance, and emotional well-being (Department for Education and Skills, 2005)1. There are three 'waves of intervention' - • Wave 1: whole-school development work to create the ethos and climate within which social and emotional skills can be promoted. • Wave 2: small group interventions to develop social and emotional skills. • Wave 3: 1-to-1 intervention (Research Report DCSF-RR064, p.5)
Special Educational Needs (SEN)	The Education Act 1996 defines a pupil as having a special educational need if they have a learning difficulty requiring special educational provision – e.g. communication problems; behavioural, emotional and social difficulties; visual or hearing impairment; physical disability; or a serious medical condition. Wherever possible, these needs will be met within a mainstream school. Children with special educational needs but without a statement have their needs met through a graduated response, i.e. 'School Action' and 'School Action Plus'. http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=94 (accessed July 2009)) **School Action -** additional or different support provided by a school when a pupil is identified as having special educational needs. http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=140 (accessed July 2009)) **School Action Plus -** where a pupil continues to make little or no progress despite extra support through 'School Action'. It involves seeking advice or support from specialists outside the school. http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=116 (accessed July 2009))
Special Educational Needs (SEN) Code of Practice	This provides local authorities, maintained schools, early education settings and other agencies, with "*comprehensive advice on how to carry out their statutory duties to identify, assess and provide for children's special educational needs, and to help children with such needs to reach their full potential*" http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=14 (accessed July 2009))
Statement of special educational needs	A document setting out a child's needs and the extra educational needs help they require. (http://www.deni.gov.uk/index (accessed June 2009))

Teaching assistant (TA)	TAs are employed in a variety of functions, and usually include helping children with their work (1:1 or with small groups). Higher Level TAs role work with individual pupils, groups of pupils and whole classes (http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=82 (accessed July 2009))
Virtual School Head	"*The virtual school head is a senior figure within a local authority whose role is to raise attainment and ensure progression of all looked after children and young people … They work strategically across the authority and with schools to monitor and support the educational achievement of looked after children as if they were in a single school*" (DCSF, The Role and Responsibilities of the Designated Teacher for Looked After Children: Statutory Guidance for School Governing Bodies (Draft/Consultation Version 24.2.09)).
Vulnerable children	A term used to describe children at risk of social exclusion. It includes children living in poor quality housing, children with SEN, and children with a special health needs (http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=187 (accessed July 2009)) It also includes, children in need, children living away from home, including LAC, Gypsy or traveller children, teenage mothers, young carers, children who have been permanently excluded from school, migrant children, refugee and asylum seeking children, young offenders (Kendall & Kinder (2006) Supporting vulnerable children and young people. *Educational Research* 49(3) pp.207-210) http://www.informaworld.com/smpp/section?content=a781414080&fulltext=713240928 (accessed Aug. 2009))
Well-being	This term generally refers to quality of life and life-satisfaction. It has six specific dimensions: emotional, health, educational, behavioural, family and peer relationships, and material (http://www.statistics.gov.uk/downloads/theme_social/Measuring-childrens-wellbeing.pdf (accessed Aug. 2009)). The Children Act 2004 (section 10) places a "*duty on local authorities and other key agencies to 'co-operate with a view to improving the well-being of children'. Specifically, agencies are required to make arrangements to improve the well-being of children relating to the five 'outcomes' first set out in the Green Paper, Every Child Matters*" (http://www.dcsf.gov.uk/everychildmatters/_glossary/?i_ID=100 (accessed July 2009))

Appendix 1

Thesis: Word Count

Chapter	Title	No. of pages	No. of words
1	Introduction	12	3,930
2	Review of the Literature	27	9,310
3	Methodology	43	11,710
4	Measures, Assessments and Tests	17	4,600
5	Data Analyses and Discussion	199	49,170
6	Findings and Discussion	24	5,950
7	Reflections	5	1,500
8	Conclusions	6	1,480
	TOTAL	**333**	**87,650**

Historical, Social and Political Context

This is in two main sections. They address the following issues -

1.1 The first section concerns the historical, social and political background of children in public care and is in three parts. The first is a brief outline of pre-twentieth century foster care. The second charts the legislative development of state care from 1900 to 1980. The third outlines further developments from 1981 and includes a description of the Children Act (1989), which introduces the term 'looked after children'. This section concludes at 2003 when a new approach to children was introduced with the 'Every Child Matters' (ECM) Green Paper.

1.2 The second section is a description of policy, provision and practice from 2003 to 2008, i.e. the current situation with regard to the education of LAC at national and local level. It is in three parts. The first, policy, begins with the ECM Green Paper, and outlines subsequent developments. The second, provision, is based on statistical data on LAC. The third, practice, concerns standards of best practice. It includes another Government issue, inclusion.

1.1 Historical, social and political background of children in public care up to 2003 in England

1.1.1 Pre-twentieth century

Although it is generally accepted that private fostering arrangements have always existed, little evidence exists about the care of orphaned or abandoned children in England before the Reformation. The definition and provision of 'care' was, until relatively recently, inconsistent across the country, as there was no common administrative system. Since at least the mid-sixteenth century, the care of destitute and neglected children has been linked to some form of education, i.e. vocational training, apprenticeships and basic schooling (Heywood, 1978; St. Claire & Osborn, 1987).

The system of relief for the poor, established by the Relief Act (1601), was the basis of poor relief until 1948. The Poor Law gave the duty of care to individual parishes whose duty it was to relieve a need, rather than to "*seek out children for whom such care was needed*" (Heywood, ibid., p.48). Rescue work was not undertaken until the latter half of the nineteenth century, through initiatives by the voluntary sector, individual philanthropists and the church. By the end of the nineteenth century, the boards of guardians in England and Wales were given parental rights over deserted children, orphans and "*children of parents who were disabled or in prison, or unfit to have care of them*" (Heywood, ibid., p.93). The main concerns at this time were to prevent pauperism and delinquency, and, according to Heywood (ibid.), education was considered to be the key to prevention.

Following the Poor Law Amendment Act (1834), the policy for pauper children was to provide education and industrial training to fit them for employment and independence. It was not until the Education Act (1870) that the education of the poor became a "*national duty*" (Heywood, ibid., p.71). It also came to be realised that education alone was not the answer to pauperism and delinquency (Heywood, ibid.; Young, 1995; Horner & Krawczyk, 2006).

1.1.2 1900 to 1980

The twentieth century saw the development of state care through a progression of legislation (see *Table 1 below*).

Table 1 Legislation - Children in Care 1908-1980

Statute	Summary
Children Act 1908	Established children's legal rights "... *and their welfare in the event of parental negligence became the responsibility of the community at large*" (Fraser, 1984, p.150) (Children Act, 1908).
Children and Young Persons Act 1933	Empowered juvenile courts to remove children, who were thought to be in need of care and protection, from their parents, and place them in children's homes run under the Poor Law, or in foster homes (Children & Young Persons Act, 1933; Young, op.cit.). All previous child protection legislation was brought together within this Act.
Children Act 1948	Following the recommendations of the Curtis Report (1946), this Act made for a more comprehensive approach to the care of children. There are several changes from the Poor Law in respect of children and the duties of the local authority (LA). In particular, the LA was given the duty to act in the 'best interests' of the children in their care, rather than to find apprenticeships for them (Morrison, *et al.*, 1948; Young, op.cit.). This Act formed the basis of the "*modern statutory framework*" (Select Committee on Health, 1998, para.11). Although it promoted fostering as the preferable form of substitute care, it did not provide for family support (Select Committee on Health, ibid.).
Children and Young Persons Act 1963	Empowered local authorities to provide support for families to try to obviate the need to take children into care (Children and Young Persons Act, 1963; Select Committee on Health, op.cit.).
Children and Young Persons Act 1969	LAs were obliged to address the issue of children who were not receiving efficient full-time education and needing care and control. It set the grounds for care proceedings (Children and Young Persons Act, 1969; Horner & Krawczyk, op.cit.).
Local Authority Social Services Act 1970	Incorporation of Children's Departments into Social Services Departments following recommendations by the Seebohm Committee (Local Authority Social Services Act 1970; Kahan, 1979). It demonstrated a move towards a more holistic approach to the needs of the family.
Children Act 1975	This Act covered the provision of care – proceedings, adoption, custodianship, and treatment of children in care (Children Act, 1975; Select Committee on Health, op.cit.).
Child Care Act 1980	Consolidation of previous child-care legislation (Child Care Act, 1980).

1.1.3 1981 to 2003

The Children Act (1989), formed the basis of recent child-care policy and practice, and came into effect in October 1991. The aim of the Act was to promote and protect children's welfare. There was particular concern for 'Children in Need', i.e. "... *those with disabilities and those whose health and development* [are] *at risk unless services* [are] *provided*" (Select Committee on Health, 1998, para.17). Family support was given prominence reflecting the belief that children are best looked after within the family. Although Social Services Departments were the lead agency, health and education were also involved in the implementation of the Act, which advocated an inter-agency approach, paving the way for the integration of children's services.

The term 'looked-after children' was first used in the Children Act (1989). It refers to children in the care of the Local Authority (LA), i.e. where the LA adopts the role of corporate parent. Those items that specifically have a bearing on education and concern LAC are set out in *Appendix 2a.*

The Children Act (1989) generally focuses on child welfare and protection, and parental responsibility, including corporate responsibility. LAs were obliged to provide services to prevent ill-treatment or neglect of children,

> "*the overriding principle for each child being 'looked after', is that the local authority must safeguard and promote his welfare*" (Allen, 1992, p.215).

A child is taken into care as a last resort.

There has been a move away from placing children in residential homes to foster placements in the belief that a family environment is better for children. Young (op.cit.) quotes a young person to illustrate that this may not necessarily be so:

> "*I was one child, a stranger with a family. The family had been going for years and could not really be expected to adapt itself to me, and yet I was not old enough to adapt myself to people - not really*" (Young, ibid., p.230).

For the first time, there was an imperative for the 'voice of the child' to be heard. Their feelings and opinions were to be given credence in line with the United Nations Convention on the Rights of the Child (United Nations, 1989; Allen, op.cit.; Whitney, 1993; Franklin, 1995).

There is no specific mention of education in this Act, except that relating to 'education supervision orders' (Section 36). For such an order to be made, the child must be of compulsory school age and not receiving appropriate, efficient full-time education. Previously, this was a reason for placing a child in compulsory care, but the Children Act (1989) reflected the view that a care order is not an appropriate response to a child's non-attendance at school (White *et al.*, 1991; DoH, 2000).

Appendix 2

Between 1989 and 2003, a number of Government documents were published concerning LAC and education and these are outlined in *Appendix 2b.* They showed a determination to improve the life chances of LAC by gradually increasing cooperation between agencies, particularly with regard to improving their educational outcomes, through various initiatives and sets of guidelines (White *et al.*, op.cit.; Allen, op.cit.; DfEE/DoH, 1994a,b; DoH, 2000; Select Committee on Health, op.cit.; DoH, 1998a; DfEE/DoH, 2000; DfEE, 2001; Rees, 2006). Two of the main initiatives are described below. It will be noticed that departments for education have changed their names and functions six times since 1944 (*see Appendix 2c*).

Quality Protects (QP) was part of a wider Government strategy to tackle social exclusion. Beginning in 1998, it was a three-year programme, extended to five, to transform social services for children. It was mainly concerned with improving the well-being of children-in-need in general and LAC in particular. It sought to enhance the life-chances of LAC by improving health and educational attainment, and reducing levels of offending (DoH, 1998a,b; Rees, 2006).

The QP initiative measured educational attainment through end of Key Stage tests (commonly known as SATs), GCSE and GNVQ results, and by rates of school exclusions and truancy. Among the factors deemed crucial to the educational success of LAC, are learning to read fluently by the age of eight, and having friends who do well at school. Recognising that school is not just about educational achievement, QP projects provided opportunities to enhance confidence, self-esteem and the development of life-skills, which in turn promote the resilience needed to cope with adversity (Hunt, 2000; DfES, 2006b).

Education Protects (EP) was a Government programme set up to support the 'Guidance on the Education of Children and Young People in Public Care' (DfEE/DoH, 2000). Progress was monitored through data from regional networks and unevaluated and undated projects were gathered from and disseminated to LAs (DfES, 2006c).

The Green Paper, 'Every Child Matters' (ECM) (DfES, 2003a), and its subsequent development, superseded the EP initiative (DfES, 2004a; Stollard, 2008c). This brings the review to the current situation, which is described in the following section.

1.2 Policy, Provision and Practice from 2003 to 2008 in England

1.2.1 Introduction

This section focuses on the period from the introduction of ECM to the conclusion of this study.

1.2.2 Policy

The Green Paper ECM (DfES, 2003a) built on existing policies to develop a more cohesive and comprehensive service for children and their families. It proposed supporting parents and carers, early intervention and effective protection, workforce reform, and accountability for both LEA and children's social services through the creation of the post of Director of Children's Services.

The Children Act (2004), informed by ECM (DfES, 2003a), provided the legal framework needed to achieve integrated services for children and the establishment of a Children's Commissioner for England. LA Children's Services are obliged to publish a 'Children and Young People's Plan' specifically addressing the educational achievements of LAC, and they must ensure that all school-aged LAC have an "*effective and high quality Personal Education Plan*" (DfES, 2006, para., 31.3).

The intention of the 'ECM: Change for Children' (DfES, 2004a) was to provide the practical framework to enable implementation of the Children Act (2004), i.e. to transform children's services. Integrated services and multi-disciplinary working are supported through the creation of 'Children's Services', covering social services, education and health. It outlines staff training, which includes a shared language and understanding of issues, and LAs are reminded of their duty to promote the educational attainment of LAC. Early identification of problems and early intervention are emphasised. It is based on five principles: all children must be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being (DfES, 2004a,b,c).

It seems that 'change for children', and LAC in particular, struggled to be put into practice. Further documentation and measures followed, including a Green Paper, 'Care Matters: Transforming the Lives of Children and Young People in Care' (DfES, 2006). This introduced the notion of a 'virtual head teacher' post for every LA, whose role will be to,

> "*support schools in their work with children in care and build networks between schools and other education providers, carers and social workers*" (DfES, 2006, p.54).

It also suggested that instability and uncertainty are characteristic of LAC, and result in underperformance and poor educational attainment (DfES, 2006, para.5.1, p.55). Additionally, it suggested that certain attainments are poor because of lack of early years education, time out of education due to placement moves, the needs of LAC are not always

recognised and addressed, schools may lack experience of providing for LAC, and LAC lack an "*engaged parent*" (DfES, 2006, para. 5.19, p. 56/7).

Linked to the Children and Young Persons Bill (2007), was the White Paper, 'Care Matters: Time for Change' (DfES, 2007a) and published five months earlier. It recognised that despite many Government initiatives over the last few years, including legislation, outcomes for children and young people in care have not improved significantly. This document proposes a partnership between national and local government, voluntary and private sectors, and the "*wider children's workforce*" (DfES, 2007b, p.1). It takes into consideration the concerns of LAC, and the recommendations of four working groups, to provide further impetus to enable progress to be made, although, Cameron & Maginn (2009) believe a more radical set of interventions is called for LAC.

The importance of education is a high priority and social workers, considered to be at the heart of corporate parenting, are to receive training emphasising this. Again, LAs are expected to arrange "*high quality early years provision*", and LAC are to be given "*highest priority*" in school admission arrangements (DfES, 2007b, p.8). Stability of placements, particularly disruption to schooling, is, through legislation, reiterated more forcefully than previously (DfES, 2004a,b,d,e; DfES, 2007a). In particular there will be a requirement that LAC "*must not move schools in Years 10 and 11, except in exceptional circumstances*" (DfES, 2007a, p.69), although it could be argued that changing schools at any age can be detrimental to a child's education. Boarding schools are seen as another method of achieving stability, although such a placement would be considered as an option and not a "*fall back position"* (DfES, 2007a, p.68). The effectiveness of state maintained and independent boarding schools for vulnerable children is currently being investigated through pilot studies (DfES, 2007a; Le Grand, 2007).

It appears that at the time of the data collection for this study, not all schools had a designated teacher for LAC as recommended in the 'Education of Young People in Public Care' guidance (DfEE/DoH, 2000). Where they had been appointed there were mixed views on their effectiveness. As a result, the role of designated teachers will become statutory and supported by training and guidance (DCSF, 2009a). The new role of 'virtual school head', to oversee the education of LAC, is being piloted from September 2007 to August 2009. Part of their role will be to ensure that Personal Education Plans (PEPs) are properly drawn up, effectively implemented and regularly reviewed, as this is not happening consistently across the country (DfES, 2007a; DCSF, 2009d). They will also oversee the use of special funds for LAC at risk of not reaching expected attainment standards. These children will be allocated an allowance of £500 per annum to provide support and activities additional to those already provided by schools, including trips, visits and personal tuition. The banking group, HSBC, will provide funds to support individual tuition enabling an

estimated 1000 LAC to receive 15 hours of tutoring per year. Additional support will also be available for gifted and talented LAC (DfES, 2007a; NCH, 2007; Children & Young Persons Act, 2008; DCSF, 2009d).

Concerned that the figures for school attendance and exclusions have hardly altered since 2004, Ofsted will be requested to monitor these. LAs will be required to have strategies to improve attendance and reduce exclusions of LAC for which they will be accountable (DfES, 2007a).

The possibility of LAC experiencing attachment difficulties and the consequent developmental and behavioural problems are described, along with resilience factors. The resilience factors include self-worth, self-esteem, self-control, hopefulness, social skills leading to positive relationships with peers and adults. The importance of the role of foster carers in promoting these factors is highlighted by the development and use of training programmes. The introduction of a performance indicator on the emotional and behavioural difficulties of LAC will be considered for the first time. Training is also planned to support foster carers with educational issues, including how to help children with their schoolwork, particularly literacy (DfES, 2007a).

The White Paper, 'Care Matters: Time for Change' (DfES, 2007a), stated that a significant proportion of LAC, 28%, have an SEN statement (DfES, 2007a, para. 4.53/4, p.77). Recognition of factors that may impede progress, e.g. attachment disorders stemming from neglect, and resilience factors, e.g. self-esteem and social skills, were also outlined, and the point was made that,

> *"those with less well developed social and emotional skills can be left behind and be at risk of being socially excluded and developing anti-social behaviour*" (DfES, 2007a, para. 5.37, p.96).

This Government document was followed by the implementation plan, 'Care Matters: Time to Deliver Change' (DCSF, 2008). This is not so much a nationally devised and imposed plan, as a programme for change with LA Children's Departments leading the development. Not only will a wide range of local partners from health, social services, police, youth justice and education, including schools, be actively involved to "*pool experience, resources and influence to support local improvement*" (DCSF, 2008, p.3), but listening to, and hearing, children's voices will be central to the improvement of services. There is a strong link to social learning theory (SLT), and attachment theory (ATT) in this plan. The importance of relationships and attachments with regard to LAC, particularly with the adults involved in their day-to-day care, are recognised, and this must include class teachers.

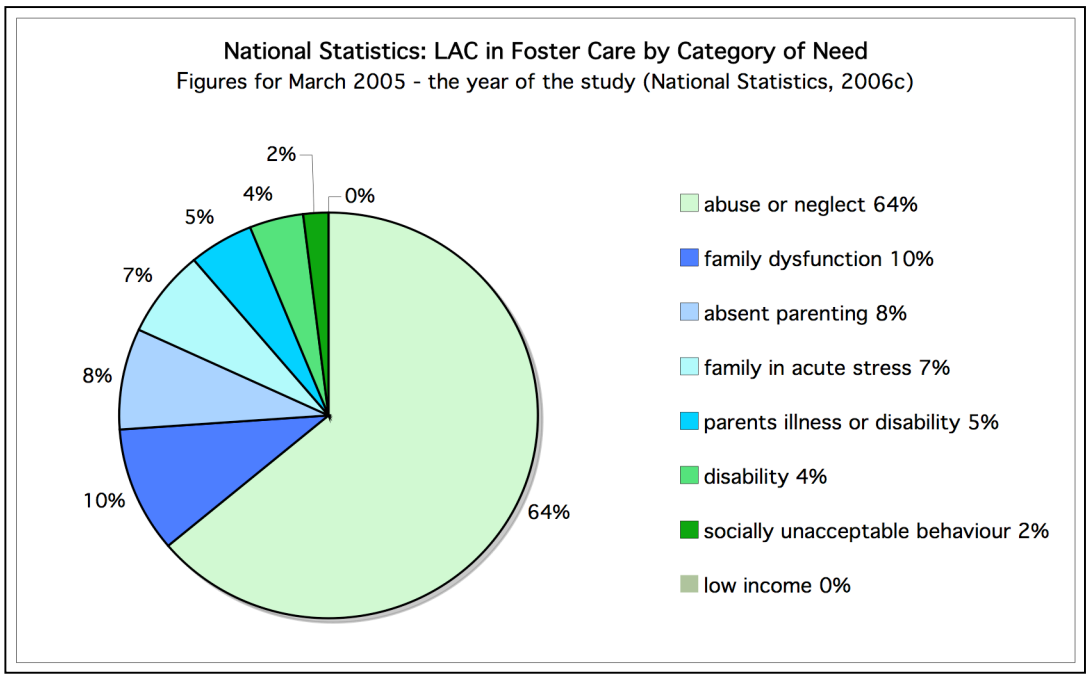
The same themes run through all the Government documents designed to improve the educational attainment of LAC produced since the Children Act (1989), namely multi-disciplinary/inter-agency working, prioritising education, listening to children's voices, early

intervention, placement moves, self-esteem, and emotional and mental well-being. According to 'Care Matters: Time to Deliver Change', "*the poor outcomes of children in care are not simply attributable to failures in the system*" (DCSF, 2008, para. 3.8, p.49). Although there are hints about other factors, it seems that it is the systems that the Government has been trying to change with a proliferation of documents, initiatives and legislation, yet the educational attainment of LAC still does not appear to have shown significant improvement (DCSF, 2008). This stereotypical statement is of little help to individual LAC and their class teachers.

1.2.3 Provision

Children are often assumed to be in public care because they are naughty (The Who Cares? Trust, 1999). There are eight reasons for a child to be taken into care (*FIG. 1, below)*. The statistics remained relatively stable in the period 2003-2007 (National Statistics, 2007c).

FIG. 1 *Reasons for children being taken into care*



The LAC population is transient by nature. The number of children in care for over 12 months in England increased by 5.6% between 2000 and 2005, when there were 61,000 LAC. In the same period, the numbers in Countyshire decreased by approximately 25%. An explanation for this decrease could be the implementation of policies to increase support of children within their families and to an increase in the number of children placed for adoption. The numbers in Countyshire have since increased (The Stationary Office, 2002; DfES, 2004a; National Statistics, 2006a,b,c; Narey, 2007; Countyshire, 2008).

A major change in Special Educational Needs (SEN) policy occurred through the Special Educational Needs Disability Act (2001) with a greater emphasis on inclusion. Schools were

required to take more responsibility for children with SEN and reduce the numbers of statements. Although nine times more likely to have special needs, it must not be assumed that all LAC have SEN (DfES, 2001b). While the overall numbers of children with SEN statements remained stable for LAC and non-LAC nationally, Countyshire's figures increased by 30% after 2001. This has since remained relatively stable (DfES, 2001b; Jackson & McParlin, 2006; National Statistics, 2006a).

Unauthorised absence and school exclusion are key educational concerns of the Government. Although LAC are ten times more likely to be excluded from school, there were no permanent school exclusions of LAC in Countyshire in 2005. This compares favourably with 0.1% of all children and 0.9% of LAC in England (Social Exclusion Unit, 2003; National Statistics, 2006a).

Statistical data provides some evidence for changes in policy and provision for LAC, but the system for creating databases has come in for some criticism. A National Foundation for Educational Research (NFER) report on the analysis of datasets was part of the two-year ECM programme, 'Narrowing the Gap in Outcomes for Vulnerable Groups' beginning in January 2008. It highlighted considerable deficiencies in the system of data collection (Morris *et al.*, 2008, p.16). The lack of data meant there was little indication that any significant progress had been made by vulnerable groups in four of the five ECM areas - 'Be healthy' is the only area where some improvement for LAC appears to have been achieved. (Morris *et al.*, ibid.). The challenge for the Government is to rationalise the collecting of data to provide databases to facilitate the examination of differences within and between groups of children and young people. The academic and social progress of individual pupils, whether LAC or not, are central concerns.

Further evidence, measuring the effectiveness of national and local initiatives, is gained through a system of benchmarking at organisational level.

1.2.4 Practice

The terms 'Best Practice', 'Good Practice', 'Best Value' and 'Best Performance', have become commonplace when looking into the effectiveness of organisations, schemes, and projects (DfEE/DoH, 2000; Audit Commission, 2002, 2006; Audit Commission & Improvement & Development Agency, 2002, 2006; Public Sector Benchmarking Service, 2006).

'Best Practice' was a Department of Trade and Industry initiative to help businesses improve their performance by encouraging a system of benchmarking to be set up which may then be used to implement change (Department for Trade & Industry, 2002). It is now also applied to public sector organisations. The principle is that areas of operation are identified for comparison within the organisation or with similar organisations, the idea being to learn

effective practices by setting standards using key performance indicators (KPIs) (Businesslink, 2009; Improvement & Development Agency 2009).

Since 2000/1 the performance of Local Government is assessed using Best Value Performance Indicators (BVPIs), set by the Government as indicated in the Local Government Act (1999). Local Authorities are compared in groups according to geographic and demographic characteristics. The intention is to encourage improvement and accountability through national standards (Audit Commission, 2002). The 2005/6 performance indicators pertaining to LAC and education only cover GCSE attainment (BV50), and employment, education and training for care-leavers (BV161), although there are other BVPIs for LAC and education separately (Office of Minister the Deputy Prime, 2005; Improvement & Development Agency, 2009).

With specific regard to the education of LAC, Fletcher-Campbell (1997) identified the following areas for the recognition of best practice:

- staff with clearly defined roles and responsibilities;
- clear policies, including those for line management and referral;
- staff who are able to liaise with a range of adults in both education and social services;
- a range of provision and opportunities offered for integration and inclusion;
- flexible and responsive services to allow for speed of action when necessary;
- awareness of the consequences of decisions on the lives of LAC;
- provision of intensive and time-limited support when necessary;
- partnerships that include the child, school, carer(s), social worker, and other professionals working with the child;
- provision of training for foster carers to enable them to support the child's education; and the
- collection and sharing of meaningful data for monitoring and evaluating provision and to inform future planning.

These form a comprehensive structure on which to base an evaluation of initiatives to raise the educational achievement of LAC. They are still relevant twelve years on, and the ECM agenda has now provided the structures for them to be monitored.

A report by Ofsted (2008a) listed elements of good practice in the education of LAC. These came from a research project involving 20 primary, secondary and special schools. Although they were mainly secondary-school-based, the findings include high expectations of all pupils, regularly reviewed and effective PEPs, regular monitoring of academic, social and personal progress, the engagement of carers/parents, and a strong lead given by the Designated Teacher for LAC (DT). At the time of writing, Ofsted kept a 'Good Practice' database of effective practice. In December 2008 only one item, an art project, emerged from a search for LAC (Ofsted, 2008b).

1.2.5 Inclusion

From both educational and social perspectives inclusion is the ideology currently underpinning policy, provision and practice.

For schools, inclusion tends to have been through SEN in the Code of Practice (DfES, 2001b). 'Removing Barriers to Achievement' (DfES, 2004b) went a step further by calling for the inclusion of all children, not just those with SEN, and introduced the 'Inclusion Development Programme' (DfES, 2001b; DfES, 2004b; Select Committee on Education & Skills, 2006). However, Ofsted define inclusion in the following terms,

> *"educational inclusion is more than a concern about any one group of pupils such as those pupils who have been or are likely to be excluded from school. Its scope is broad. It is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the achievement of different groups of pupils within a school"* (Ofsted, 2000, p.4).

The groups referred to in this quotation, specifically include LAC. In addition,

> "*an educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter... This does not mean treating all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs*" (Ofsted, 2000, p.7).

Although most LAC are actually thought to enjoy school, many have poor educational experiences and have low academic achievement. They are "*disproportionately likely to be bullied, excluded, or miss long periods of schooling*" (Social Exclusion Unit, op.cit., p.9). The consequences can be far reaching, contributing to later social exclusion with repercussions for society as a whole. ***The dangers of stereotyping individual LAC from a group mean are ever present.***

1.2.6 Summary of Policy, Provision and Practice

Drawing together elements from policy, provision and practice provides a base for the exploration of the 15 case studies in the current research.

The Government initiated structures, such as 'Quality Protects' and 'Education Protects', to facilitate projects designed to improve the life chances of children in general and LAC in particular. The ECM agenda followed, providing current policy, including joined-up Children's Services, with the statutory framework provided by the Children Act (2004). In schools, attention is being given to enhancing self-confidence, self-esteem, and emotional and behavioural well-being, for the benefit of all children. ***These latter are potentially modifiable factors that form the basis of this school-focused study.***

As a consequence of concerns about their low level of educational achievement, LAC are obviously a focus of concern. Most children come into care because of abuse and/or neglect, and this raises a number of issues relevant to this classroom-based study.

Appendix 2

As adults make the decisions to take a child into care, and subsequent placement moves, could this, together with their traumatic experiences, cause a child to have tendencies towards external locus of control beliefs (LCB) and learned helplessness (LH)? Or do these factors cause a child to tend towards internal LCB because they need to feel in control of their lives? How does this affect the individual LAC's motivation and learning in school?

What effect does abuse and neglect have on a child's self-esteem (S-E)? How might this affect the child's social and learning behaviours in school?

The theoretical aspects relating to these questions are discussed in the literature review.

It should be noted that the home–school dimension of the LAC, on which each school has its own policy, represents an important but different perspective on the LAC's development, but are deliberately not part of the current study.

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Children Act 1989 - LAC and Education

SECTION	CLAUSE	COMMENT
Part III Sect.17(5) 'Provision of services for children in need, their families and others'.	Every local authority • shall facilitate the provision by others including in particular voluntary organisations of services which the authority have power to provide by virtue of this section or sections 18,20,23 or 24; and • may make such arrangements as they see fit for any person to act on their behalf in the provision of any such service.	• Includes: day care for pre-school and other children, provision for accommodation and maintenance for 'looked-after' children. • No specific mention of education.
Part III Sect.17(10)	For the purposes of this Part a child shall be taken to be in need if • he is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a local authority under this Part; • his health or development is likely to be significantly impaired, or further impaired. Without the provision for him of such services; or • he is disabled, and "family", in relation to such a child, includes any person who has parental responsibility for the child, and any other person with whom he has been living.	• 'development' – an ambiguous term which could be taken to mean intellectual development as well as emotional and physical development. • No specific mention of education. • 'parental responsibility' – does not specifically mention local authority care, but a 'looked-after' child is looked after by the local authority who is the 'corporate parent'.
Part III Sect.22(3) 'General duty of the local authority in relation to children looked after by them'.	It shall be the duty of the local authority looking after any child – • to safeguard and promote his welfare; and • to make such use of services available for children cared for by their own parents as appears to the authority reasonable in his case.	• No specific mention of educational welfare. • It is not clear whether this includes education services.
Part III Sect.22(4)	Before making any decision with respect to a child whom they are looking after, a local authority shall, so far as is reasonably practicable, ascertain the wishes and feelings of • the child • his parents • any person who is not a parent of his but who has parental responsibility for him; and • any other person whose wishes and feelings the authority consider to be relevant, regarding the matter to be decided.	• Reflects the United Nations Convention on the Rights of the Child (Nov. 1989) Art.12,1, regarding 'giving a voice' to the child.

Ref.: White, R., Carr, P. & Lowe, N. (1991) *A Guide to the Children Act 1989.* London: Butterworth.

Government Circulars and Guidance

The following documents relate directly and indirectly to the education of LAC.

DATE	DEPT	DOCUMENT	DESCRIPTION / NOTES
May 1994	DfEE & DoH	Circular 13/94 DH LAC(94)11 The Education of Children being looked after by Local Authorities	The first Government Circular specifically on LAC. A response to: the Utting (Children in Public Care) & Warner (Choosing with Care) Reports. Aim: To promote effective working partnerships between education & social services. Acknowledges: 1. LACs loss, guilt, low self-esteem, vulnerability to bullying & stigmatisation; 2. The legal requirement for collaboration between SSDs Health & Education. Roles: primary heads & secondary year tutors - supervisory brief; carers - supporting education; social workers - direct interest in LACs education. Priorities: continuity of school placements to minimise disruption. Restates that children are entitled to take part in decision making which affects their lives (DfEE/DoH, 1994a).
May 1994	DfEE & DoH	Circular 9/94 DH LAC(94)9 The Education of Children with Emotional & Behavioural Difficulties	EBD - on a continuum between sporadic naughtiness/moodiness and mental illness. '*Family environments*' are one of the causes. The circular treats such children as having SEN. Recommendations include: enhancing self-esteem; helping children to recognise the effects of their behaviour; working with parents (or carers); early identification of EBD; communication between social services, health & education; teachers being alert to hidden problems, e.g. withdrawn or passive behaviours. There is no specific mention of LAC (DfEE/DoH, 1994b).
Jan. 1998	DoH	Circular LAC(98)2 Regulations Governing the Delegation of LA Statutory Fostering Duties	Government advice on placements. Para 5.3 mentions parental authority to be shared by the LA and the birth parents. No mention of education (DoH, 1998).
1998	DoH	Circular LAC(98)28 Quality Protects Programme: Transforming Children's Services	3-year programme to transform management and delivery of children's services. It is mainly concerned with the improvement of the well-being of 'looked-after' children, children who are in the child protection system, and other 'children in need' who are supported by social services. Objectives 3 & 4 cover education & the education of LAC (DSS, 1998a) Since been extended to 5 years - Press Release 190502 (DoH, 2002a).

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DATE	DEPT	DOCUMENT	DESCRIPTION / NOTES
May 2000	DfEE & DoH	Guidance LAC(2000)13 The Education of Children & Young People in Public Care	Joint guidance highlighting the importance of 'joined-up' services. Closely linked to Quality Protects. Explains the background to the need for the guidance: replaces Circular 13/94. A response, in part, to Utting's 'Review of the Safeguards for Children Living Away from Home'. Outlines 6 principles for corporate parenting: prioritising education; social inclusion; continuity & stability; high expectations & raising standards; early intervention; and the voice of the child. (See below). Detailed document re. continuing concern to promote higher educational achievement of LAC. Post of designated teacher for LAC initiated and recommended (DfEE/DoH, 2000).
Oct 2000	DfEE	Guidance Pupil Support & Access: Education Protects	Guidance on the education of children & young people in public care. Summary & key messages from LAC(2000)13 to schools (see above) (DfEE, 2000).
2001	DoH	Guidance LASSL(2001)1 The Education of Young People in Public Care	Introducing summaries of LAC(2000)13 for social workers & foster carers (DoH, 2001a).
2001	DfEE	Guidance DfEE 0112/2001 Promoting Children's Mental Health within Early Years & School Settings	Description of the mental health problems of children. Recommends early intervention and gives examples of Good Practice. No reference to LAC, but mentions risk factors: including family breakdown, life changes, loss, and abuse. Schools should work with the 'Framework for Assessment' (DfEE, 2001).
2002	DoH	Circular LAC(2002)16 Promoting the Health of LAC	Announcing publication of DoH guidance, 'Promoting the Health of Looked after Children'. Key messages include the need to address the "*particular health needs of LAC*" covering both physical and mental health. There is reference to joint working with social services but not education (DoH, 2002b).

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Government Education Departments

Government departments responsible for education have been subject to considerable reorganisation resulting in changes of departmental names:

Title	Initials	Period
Ministry of Education		1944-1964
Department of Education and Science	DES	1964-1992
Department for Education	DfE	1992-1995
Department for Education and Employment	DfEE	1995-2001
Department for Education and Skills	DfES	2001-2007
Department for Children, Schools and Families	DCSF	2007-2010
Department for Education	DfE	2010-

(http://www.ndad.nationalarchives.gov.uk - *accessed December 2007;*
http://www.education.gov.uk - *accessed May 2010*)

Appendix 3

Table of Previous Research: LAC and Education in England

Authors	Title	Aims	Sample	Methods	Measures
Essen *et al*. 1976	School Attainment of Children who have been in Care	To examine the relationship between being in care and school attainment.	Data from the National Child Development Study (NCDS) (1970) *Nos?* Ages 0-11yrs	Quantitative	Various
St. Claire & Osborn 1987	The Ability and Behaviour of Children who have been "In-Care" or Separated from their Parents	To examine whether being in-care is detrimental to cognitive and behavioural development, using data collected under the aegis of the Child Health and Education Study (CHES).	NCDS data *Nos?* *Ages?*	Quantitative Longitudinal	Various: Cognitive tests Behaviour tests Social Index
Jackson 1987	The Education of Children in Care.	*Unable to access.*	N/A	Review of literature	N/A
Jackson 1988	The Education of Children in Care	As title: review of research over the previous twelve years. To identify some of the obstacles to ed success for LAC, and looks at the role social workers and foster carers can play.	N/A	Review of literature	N/A
Jackson 1988-9	Residential care and education			Review of literature	
Heath *et al.* 1989	The Educational Progress of Children In and Out of Care	To assess the educational progress of children in foster care and to evaluate such theories about the causes of their low educational attainment.	49 x 8-14 year olds in long/medium foster care – England and Wales. 58 x control group. All white British.	Mixed Longitudinal (3yrs)	Suffolk Reading Test / NFER EH1; NFER British Picture Vocabulary Scale; NFER Basic Mathematics Test; Children's behaviour questionnaires (Rutter 1967) for teachers and parents; Interviews with the children's carers, teachers, social workers; Data from social work files on the children's background.
Parker, Ward, Jackson, Aldgate, & Wedge (Eds) 1991	Assessing Outcomes in Child Care: the report of an independent working party established by the Department of Health	The development of a framework for assessing outcomes for children in LA care.	N/A	N/A	N/A
Aldgate *et al*. 1993	Social Work And The Education Of Children In Foster Care	To identify the nature and extent of social work activity and attitude towards the ed progress of LAC.	See Heath *et al*. (1989): foster carers, social workers, and teachers	A discussion of a study by Heath *et al*. (1989)	See Heath *et al*. (1989)

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Appendix 3

Authors	Title	Aims	Sample	Methods	Measures
Colton & Heath 1994	Attainment and Behaviour of Children in Care and at Home	To examine whether LAC in stable placements, and for whom there was no evidence of behavioural problems, would make greater overall educational progress than those in less stable placements and who were reported to have emotional or behavioural difficulties.	Using data from Heath *et al*. (1989)	See Heath *et al*. (1989)	See Heath *et al*. (1989)
Heath *et al*. 1994	Failure to Escape: A Longitudinal Study of Foster Children's Educational Attainment	To explore some possible causes of this low educational achievement.	Using data from Heath *et al*. (1989)	See Heath *et al*. (1989)	See Heath *et al*. (1989)
Jackson 1994	Educating Children in Residential and Foster Care	As title	N/A	Review of literature	N/A
Fletcher - Campbell 1997	The Education of Children who are looked-after	• To investigate policy, procedures and practice. • To explore implications for management and training. • To describe effects on LAC, especially education. experiences/motivation/achievement/ careers. • To establish criteria for good practice. • To identify implications for LAs and schools with LAC.	Purposive Local authorities in England	Qualitative Case study	Questionnaires: all LAs Interviews: 14 LAs and some LACs Telephone interviews x13 Case studies: LAs x6
Fletcher-Campbell 1997	*Meeting the Needs of Pupils who are 'Looked After'*	See above: "The Education of Children who are looked-after"	N/A	N/A	N/A
Borland *et.al.* 1998	Education and Care Away from Home. *Commissioned by Scottish Office.*	To review the literature on the education of children in public care. *NB differences between the law and education and social service systems in Scotland, and those in England and Wales.*	N/A	Review of literature	N/A

Continued overleaf.

Appendix 3

Authors	Title	Aims	Sample	Methods	Measures
Jackson & Martin 1998	Surviving the care system: education and resilience	Two studies: 1. to investigate the school experience of people who had been in care; 2. to investigate the educational experience of those from the 1st sample who were or had been in higher education.	1. N=256 Self-selected sample of those (>18 years old) who had been in care. 2. N=38 identified from 1st sample, average age 26yrs. Plus comparison group x22.	Mixed methods	Questionnaires; semi-structured interviews; instruments: General Health Questionnaire (Goldberg & Williams, 1988), Internal–External Locus of Control Scale (Rotter, 1966), Life Satisfaction Index Z (Wood *et al*., 1969), Self-esteem Scale (Rosenberg, 1965).
Evans 2000 *PhD Thesis*	The Educational Attainments and Progress of Children in Public Care	To investigate • the educational progress and attainment of LAC in primary and secondary schools in one LA; • the quality of collaboration between the Education Dept., SSD and schools.	Data for LAC (school-aged) in one LA. Personnel from the Education Dept., SSD and schools.	Mixed methods Action research Longitudinal (4 years)	SAT results GCSE results Attendance and exclusion records SEN records Care history records Semi-structured interviews with personnel.
Elliott 2002	The educational expectation of looked after children	To investigate one factor that may contribute to the under-achievement of children in care: teacher expectations.	High school teachers (*N=?*)	Quantitative	Questionnaires
Martin & Jackson 2002	Educational success for children in public care: advice from a group of high achievers		See Jackson & Martin (1998)	N/A	See Jackson & Martin (1998)
Social Exclusion Unit 2003	A Better Education for Children in Care	To examine the barriers that prevent LAC from achieving their educational potential	5 LAs and key people working with LAC and LAC	Mixed methods	Meetings: Government statistics
Fletcher-Campbell *et al.* 2003	Supporting the Education of Children in Public Care	• To identify best/good practice in schools, i.e. effective strategies for raising attainment, and reducing exclusion, truancy and bullying; and • To examine particular obstacles to ed attainment for LAC with SEN, mental health needs and language needs (English as an additional language).	8 LAs with named LAC person; plus DTs, HTs, SENCos and other school staff working with LAC, and a sample of LAC and their carers.	Qualitative Case study Literature review	Interviews in 8 LAs Case studies in 20 schools 100 interviews with DTs, HTs, SENCos and a range of other school staff working with LAC, plus a sample of LAC and their carers.
Wilson et al 2004	Fostering Success: an exploration of the research literature in foster care	An exploration of the research literature in foster care.	N = N/A Foster carers Young people (LAC)	Qualitative Literature review	Focus groups

Continued overleaf.

Authors	Title	Aims	Sample	Methods	Measures
Weyts 2004	The Educational Achievements of Looked After Children	Explore the relationship between welfare tradition and ideology, placement type and educational outcomes by comparing the educational experiences and attainments of older, long-stay LAC in 4 countries (inc. England) with contrasting welfare systems.	4 countries – data for 50 LAC from each – over 10 yrs old and LA for >6months.	Qualitative	Background questionnaire for each LAC. Education questionnaire. Focus groups with professionals
Jackson & McParlin 2006	The Education of Children in Care	As title	N/A	Review of literature	N/A
Rees 2006 *PhD Thesis*	The Psychological Characteristics and Educational Performance of 'Looked After Children'	• To provide a clear understanding of the biographical, educational and psychological characteristics of LAC. • To explore critical issues in current political, social and educational practice re. LAC.	193 LAC (Y3-Y10) in one LA, their carers and teachers.	Mixed methods	Emotional literacy inventory. SDQ. BAS 11 (cognitive abilities, reading/ spelling). Bespoke: social,behaviour, achievievement, resilience, success. Data: social and educational factors inc. attendance, exclusion, SEN.
Stock & Fisher 2006	Language Delays Among Foster Children: implications for policy and practice	• To describe existing approaches to assessing language skills and discuss obstacles to the widespread implementation of systematic evaluation among foster children. • To discuss the need for research and programming to establish evidence based practices that encourage the remediation of language delays.	N/A	Review of literature	N/A
Stein 2006	Research Review: Young people leaving care	To explore international research on the transition from care into the adult world, including UK.	N/A	Review of literature	N/A
Berridge 2007	Theory and explanation in child welfare: education and looked-after children	*Written in the context of child welfare research and from a sociology perspective.*	*N/A*	Review of literature	N/A
Comfort 2007	The Love of Learning: promoting educational achievement for looked after and adopted children	*This is not formal piece of research. It describes aspects of the author's work and experience as educational psychologist and social worker.*	*N/A*	*Qualitative*	N/A

Continued overleaf.

Appendix 3

Authors	Title	Aims	Sample	Methods	Measures
Gilligan 2007	Adversity, resilience and the educational progress of young people in public care	As title.	N/A	Review of literature	N/A
Moran 2007	Visible Children, Invisible Lives... Ladders Towards Self-Healing	*This is not formal piece of research. The author drew on her experience as a HT.*	2 LAC	Qualitative Informal case studies	N/A
O'Sullivan & Westerman 2007	Closing the Gap: investigating the barriers to educational achievement for LAC	To investigate the barriers to educational achievement for looked after children.	Data on 187 LAC : 3 cohorts of LAC from 2 LAs.	Quantitative Longitudinal	LA and School data: KS1, 2 and 3 results to GCSE/GNVQ results. SEN. Ethnicity. Gender. No. of placements and schools.
Stone 2007	Child maltreatment, out-of-home placement and academic vulnerability	A fifteen-year review of evidence and future directions.	N/A	Review of literature	N/A
Davey & Pithouse 2008	Schooling and LAC: exploring contexts and outcomes in Standard Attainment Tests.	Exploring contexts and outcomes for LAC in Standard Attainment Tests.	N = 14 (8 boys and 6 girls), one LA, 8 schools. All in Y9 at the beginning, and in Y11 at the end.	Mixed methods; Longitudinal; based on an epistemological model: constructivism and grounded theory	Semi-structured interviews; observation; and documentation.
Grieg *et al.* 2008	Relationships and learning: a review and investigation of narrative coherence in LAC in primary school.	To test the hypothesis that "*the looked-after children would have more difficulties with narrative coherence and associated verbal skills than the control group of children*".	17 LAC and 17 non-LAC aged 4-9yrs - mainstream primary schools.	Review of literature; Computer story completion methodology	1. Computerised MacArthur Story Stem Battery. (CMSSB) 2. The British Picture Vocabulary Scale (BPVS)(Dunn et al., 1982). 3. The Renfrew Bus Story (RBT) (Renfrew, 1991) = 1:1.

Appendix 4

Sociometric Status Descriptors

The colour bars displayed with the 'status group' were designed to correspond to the smiley-face rating charts in each of the Case Study reports (Chapter 5).

Sociometric Status Descriptors (Coie, Dodge & Coppotelli, 1982)					
Status Group	**Description**	Social Preference Score	Social Impact Score	Liked Most Score	Liked Least Score
Popular 	Mainly positive ratings. Cooperative, leadership tendencies.	> 1.0		> 0	> 0
Average 	Ratings near the mean of the scale.	> -0.5 & < 0.5			
Controversial 	A high variance in ratings, i.e. several ratings at each extreme. Disruptive, aggressive, leadership tendencies. Not shy. Neither highly cooperative nor uncooperative.		> 1.0	> 0	> 0
Neglected 	No positive ratings and few negative ratings. The antithesis of 'controversial'. Low visibility.		< -1.0	0	
Rejected 	Mainly negative ratings. Disruptive, aggressive, help-seeking tendencies.	< -1.0		< 0	> 0

Coie, J. D., Dodge, K. & Coppotelli, H. (1982) Dimensions and Types of Social Status: A Cross-Age Perspective. *Developmental Psychology*, 18(4): pp.557-570.

Appendix 5

Attachment: Categories and Behaviour

Attachment type	Attachment behaviours (examples) *NB. Not all these behaviours will be present for each category. Not all LAC will have these difficulties. Not all children with these behaviours will be LAC. Not all these behaviours are linked to attachment.*
Secure	• Able to manage their own thoughts and feelings. • Tends to develop an internal working model of themselves as loveable and "*psychologically coherent*" (Howe, 2005, p.32). • Tends to have a positive view of others. • Tends to be resilient, have high S-E, confidence, and a high level of social competence.
Insecure and anxious: 1. Avoidant	• Unable to process, learn about or make sense of emotions. • Appear emotionally independent, self- sufficient, self-contained. Some are compliant others are aggressive. As they may avoid seeking academic or emotional support, they may be overlooked. • May use activities/tasks as displacement, "*to escape from emotional turmoil*" (Schofield & Beek, op.cit.,p.85). Although they may seem to be getting on with their work quietly, they might be "*struggling to screen out anxiety about intrusion and rejection by others*" (Schofield & Beek, ibid.,p.85). • Tends to avoid intimacy and emotional closeness for fear of rejection. • Perception of self as unworthy. • Tends to suppress expressions of negative emotions, even denying their existence. • May be seen as boastful, arrogant and bossy. • If they have experienced abuse or neglect it is also possible that their cognitive development will have been impaired by the "*disorganising impact of fear*" (Schofield & Beek, ibid.,p.85).
Insecure and anxious: 2. Ambivalent / Resistant	• Unable to process, learn about make sense of how people, and their feelings, are affected by thought and behaviour. • Preoccupied with self in relationships and monitoring the 'social scene'; vigilance in case they may be missing out on attention/praise. • Attention-seeking often through low-level disruption. • Restlessness may be mistaken for symptoms of ADHD, because of focus on attracting attention rather than on the task - affects concentration and educational achievement. • Tends to be easily distracted, moody, have poor concentration and have feelings of helplessness. • Cognitive aspects of brain development may be impaired. • Often appears charming. • May switch between being open/affectionate and angry/challenging • Distrustful of others. • Controlling/manipulative particularly when stressed and upset. • Their anger can frighten them. • Feelings of helplessness and resentment may eventually lead to despair and depression.

Attachment type	Attachment behaviours (examples)
Insecure and anxious: **3. Disorganised / disorientated**	• Unregulated and unmanageable emotional arousal. • Attention-seeking behaviour. • Tends to lack a coherent, integrated sense of self. • Tends to feelings of fear and shame, alarm and abandonment. • There maybe difficulties around control, self-esteem and social relationships. • Tends to be hyper-vigilant. • Concentration difficulties. • Tends to have poor impulse control and difficulty coping with delayed gratification. • May hide their anxieties behind a façade of boastfulness. • May need to believe they are the best at everything. • Tends to need to be in charge. • Changes in routine may provoke panic and aggression. • There is often developmental delay. • Disorganized thinking and emotional confusion may result in an inability to e.g. learn to tell the time, sequence events, and remember yesterday's events. • Tends to think the world is frightening and dangerous. • Behaviour may be erratic, bizarre, extreme or contradictory. • May display characteristics similar to ADHD • May be so extreme in their behaviour that others become frightened.

Bombèr (2007) helpfully grouped **insecure attachment behaviours** according to sense of self, relationships and the learning environment:

Sense of self	Relationships	Learning environment
○ poor sense of self ○ difficulty knowing right from wrong ○ hypervigilance: jumpy, on edge, constantly monitoring their environment ○ appearing to daydream ○ fidgety ○ easily over-excited ○ over-reaction to difficulties or conflicts, by e.g. being aggressive ○ memory difficulties ○ lack of self-awareness ○ inability to describe how they are feeling (lack of emotional literacy)	○ difficulty trusting others ○ difficulty making and maintaining friends ○ lack of empathy ○ lack of social skills ○ over-familiarity ○ unable to accept teacher's authority ○ heightened sense of justice with respect to themselves ○ lying ○ difficulty making eye contact ○ difficulty explaining their own behaviour ○ appears superficial ○ lack of remorse ○ clingy ○ appears expressionless ○ has difficulty smiling, laughing having fun	○ difficulty coping with unexpected/unplanned changes to routine ○ organisational difficulties ○ concentration difficulties ○ poor academic progress ○ poor fine and gross motor control ○ does not "*respond consistently to the use of rewards and sanctions in class – (behaviour modification techniques)"* (Bombèr, ibid. p.25)

References

Atwool, N. (2006) Attachment and Resilience: Implications for Children in Care. *Child Care in Practice*, 12(4): pp.315-330.

Bombèr, L. M. (2007) *Inside I'm Hurting: practical strategies for supporting children with attachment difficulties in schools.* London: Worth Publishing.

Geddes, H. (1999) Attachment Behaviour and Learning: Implications for the Pupil, the Teacher and the Task. *Educational Therapy & Therapeutic Teaching. Issue 8*, (http://www.caspari.org.uk (downloaded Oct. 2004))

Geddes, H. (2006) *Attachment in the Classroom*. London: Worth Publishing.

Howe, D. (2005) *Child Abuse and Neglect: attachment, development and intervention* Basingstoke: Palgrave Macmillan.

Prior, V. & Glaser, D. (2006) *Understanding Attachment & Attachment Disorders: Theory, Evidence & Practice*. London: Jessica Kingsley.

Schofield, G. & Beek, M. (2006) *Attachment Handbook of Foster Care and Adoption.* London: British Association for Adoption & Fostering.

Grounded Theory – a general format

Activity	Comments
Identifying the research question Identifying the initial sample	The research question leads to the identification of the concern and initial sample. Following the initial data collection and analysis, more samples may be identified to test and develop categories further. The sampling is purposive, i.e. it is for the purpose of theory construction rather than for population representation.
Collecting the data	Any source of textual data may be used. Semi-structured interviews or observations are the most common, but diary entries and articles, for example, may also be used.
Transcribing the data	It is necessary to produce full transcriptions of interview/observational data in order to analyse them.
Coding the data – Initial phase	Open coding of the data should be performed with theoretical sensitivity. The codes form the framework for the analysis. It links the data collection with the development of emergent theory.
Memo writing	Memos are written spontaneously from the start and as the analysis progresses in order to track thinking processes, "*Memos catch your thoughts, capture the comparisons and connections you make, and crystallise questions and directions for you to pursue*" (Charmaz, 2006, p.72).
Developing and saturating categories	The codes are grouped to form categories and their properties. Further examples are gathered as one proceeds through the transcripts until no new examples of a particular category emerge.
Abstract definitions	Once the categories have been saturated, formal definitions in terms of the properties and dimensions of each category may be generated.
Second phase sampling - Theoretical sampling	Gaps in the data are identified from the categories emerging from the first sample of data. More purposeful samples are 'theoretically' chosen to further test and develop the categories. This data is subjected to the same analytic process as that of the first sample.
Coding the data – second phase	'Theoretical coding', i.e. according to 18 theoretical coding families suggested by Glaser (1978), are used to identify possible relationships between categories. 'Axial coding', i.e. relating categories to sub-categories and specifying the properties and dimensions of a category, and 'focused coding', i.e. using the most significant or frequent codes, are alternative methods.
Theoretical integration	A core category, "*the storyline*" (Bartlett & Payne, 1997, p.193) is identified and related to all the other subsidiary categories by means of coding. Links with established theory are made. "*The generation of theory occurs around a core category*" (Glaser, op.cit., p.93).
Grounding the theory	Returning to the data and validating it against actual segments of the text grounds the emergent theory.

References

Bartlett, D. & Payne, S. (1997) Grounded Theory - its basis, rationale & procedures. In: *Understanding Social Research: Perspectives on Methodology & Practice*. G. W. McKenzie, J. Powell & R. Usher (Ed.). pp.184-194. Lewes: Falmer Press.

Charmaz, K. (2006) *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. London: Sage.

Dey, I. (1999) *Grounding Grounded Theory: Guidelines for Qualitative Inquiry*. London: Academic Press.

Glaser, B. G. (1978) *Theoretical Sensitivity: Advances in the Methodology of Grounded Theory*. California: The Sociology Press.

The Hawthorne Effect

The Hawthorn effect, or reactivity, is where the researcher's presence during an experiment "*alters the situation as participants may wish to avoid, impress, direct, deny, influence the researcher*" (Cohen *et.al.*, 2000, p.156), i.e. the researcher is not as neutral as they may like to think.

The origins are in a series of experiments in the US in the 1920s and 1930s, at the Hawthorne Works of the Western Electric Company. They formed an investigation into changes in a selection of variables to improve worker moral and productivity (Burns, 2000). It prompted a reaction in the workers leading to increased productivity during the research period because they were the experimenters' focus of attention and wanted to please, rather than as a result of the experimental changes (Burns, ibid.; Robson, 2000).

References

Burns, R. B. (2000) *Introduction to Research Methods*. (4th Edition). London: Sage

Cohen, L., Manion, L. & Morrison, K. (2000) *Research Methods in Education*. (5th Edition). London: Routledge & Falmer.

Robson, C. (2002) *Real World Research*. (2nd Edition). Oxford: Blackwell.

Sampling Techniques

(Gilbert, 1993; Cohen *et al.*, 2000; Anderson & Arsenault, 1998)

Probability	Useful where the number of questionnaires issued is high enough to allow for a full statistical analysis, and where the precision of estimates can be improved.	
	Simple random sample*	A full list of the population is needed from which a random selection is made.
	Systematic*	A modified form of the above.
	Stratified*	The population is divided into groups of people with similar characteristics
	Cluster*	Groups taken from a large and dispersed population.
	Stage*	An extension of the above.
Non-probability	Often used for small-scale surveys where the research is focused on a selected area.	
	Convenience* #	A sample selected by the criteria of being the nearest to the researcher.
	Quota* typical #	Proportional samples of an identified section(s) of the population, the type often used in the 'High Street'.
	Purposive*, homogenous #, **politically correct** #	Hand-picked to specific criteria.
	Dimensional*	A refinement of quota sampling.
	Snowballing*#	Samples identified through personal recommendation; it may fail to locate all the relevant people.
	Deviant #	Samples from atypical cases, for an unbiased approach.
	Confirming or disconfirming #	People or cases chosen to validate or reject emerging themes.
	Opportunistic #	Unexpected opportunities arising in the field.
	Maximum variation #	Targeting a particular group, diverse in nature, but with 1 common attribute/purpose.
	Critical case #	One yielding greatest results with limited resources.

***** Cohen *et al.*, ibid.
# Anderson & Arsenault, ibid.

References

Anderson, G. & Arsenault, N. (1998) *Fundamentals of Educational Research*. (2nd Edition). London: Falmer Press.

Cohen, L., Manion, L. & Morrison, K. (2000) *Research Methods in Education*. (5th Edition). London: Routledge & Falmer.

Gilbert, N. (1993) *Researching Social Life*. London: Sage.

Test Protocols

On arriving in the classroom, identify children who have difficulty understanding instructions or who have special needs and who may need extra help.

Sociometric Tests	
Introduction Positive Nomination Survey	*I am interested in finding out about children and the friends they have in their class. Your class has been chosen to take part with this. Please can you help me?* *It is not difficult, all you will be asked to do is to look at a list of the children in your class and put a number next to the children you like to play with and those you like to work with. You do not have to do any writing.* You do not have to take part but it works much better if everyone does it. None of the other children will know your choices. It will be confidential [explain the term]. Does anyone have any questions? Put your hand up if you are happy to help? [if anyone is not, gently find out why and try to alleviate any worries, and let them be if unsuccessful]
Instructions Positive Nomination Survey	[Hand out the paper] Find your name and put a big cross in the box next to it. [Give each group/table a number for the children to write on their paper] Look at the list and put a number 1 in the box next to the person you would most like to play with on the playground. Don't let anyone see what you have written. Now put a number 2 in the box next to the person you would next like to play with on the playground. Now put a number 3 in the box next to the person you would next like to play with on the playground. Thank you. Turn your paper over.
Introduction Smiley Face Rating Survey	Here is a slightly different one that gives me a little more information. Again there is a list of all the children in this class. This time there are 5 faces ☺ 😑 😐 😐 ☹ next to them. [Briefly discuss the faces. Demonstrate circling their choice on the board] You do not have to take part but it works much better if everyone does it. None of the other children in this class will know your choices. It will be confidential. Does anyone have any questions? Put your hand up if you are happy to help? [if anyone is not, gently find out why and try to alleviate any worries, and let them be if unsuccessful]
Instructions Smiley Face Rating Survey	[Hand out the paper] Find your name and draw a ring round it. Look at the first name, do you like to play with that person 'very much', 'quite', 'not sure/don't know' 'not much', or 'not at all'? Circle the face that matches what you think. Don't let anyone see what you have written. Now look at the next name ... and so on. [Repeat both surveys for 'how much you like to work with' each of the children] Thank you for help.

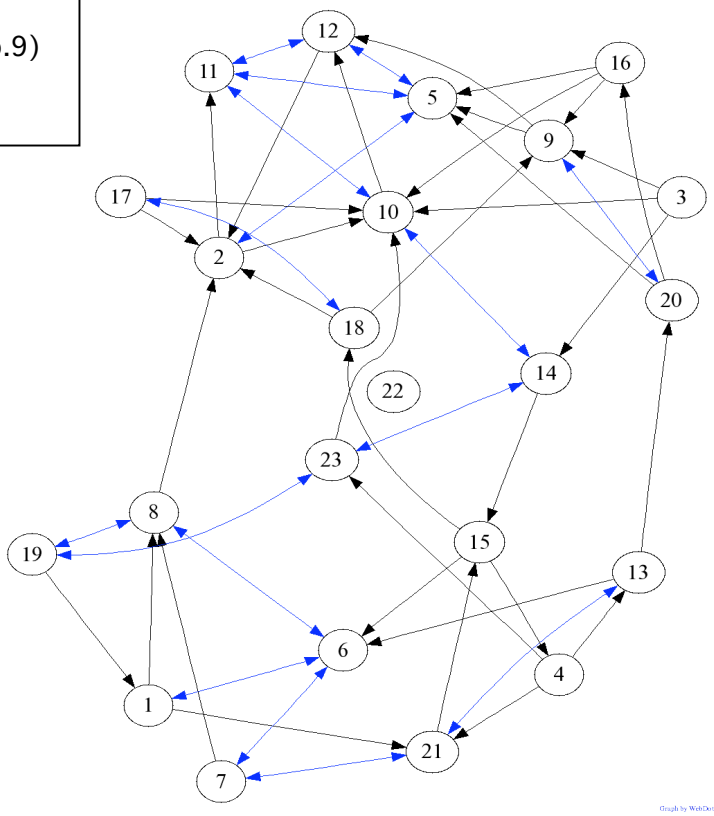
Continued overleaf.

PPNSIE and B/G-STEEM	
Introduction for both measures	*I am interested in finding out about what children think about themselves, their friends, and the things they do. Your class has been chosen to take part with this. Please can you help me?* There are two sets of questions. For each one you need to draw a ring round either 'yes' or 'no'. [Give an example on the board] You do not have to take part but it works much better if everyone does it. None of the other children will know your answers. It will be confidential [explain the term]. Does anyone have any questions? Put your hand up if you are happy to help? [if anyone is not, gently find out why and try to alleviate any worries, and let them be if unsuccessful] For it to work properly, you do need to answer all the questions. Choose the one you think is most like you.
Instructions for both measures	[Give out the papers] Write your name at the top and write how old you are. Try not to let anyone see your answers. [Read each question through and invite answers. With PPNSIE check the children understand the Americanisms, explain where necessary] Before the papers are collected, please can you check through to make sure you have answered all the questions. If you are stuck just put your hand up and I will help you. Thank you for your help.

Sociograms (Robin Banerjee -http://www.sussex.ac.uk/Users/robinb/socio3.html)

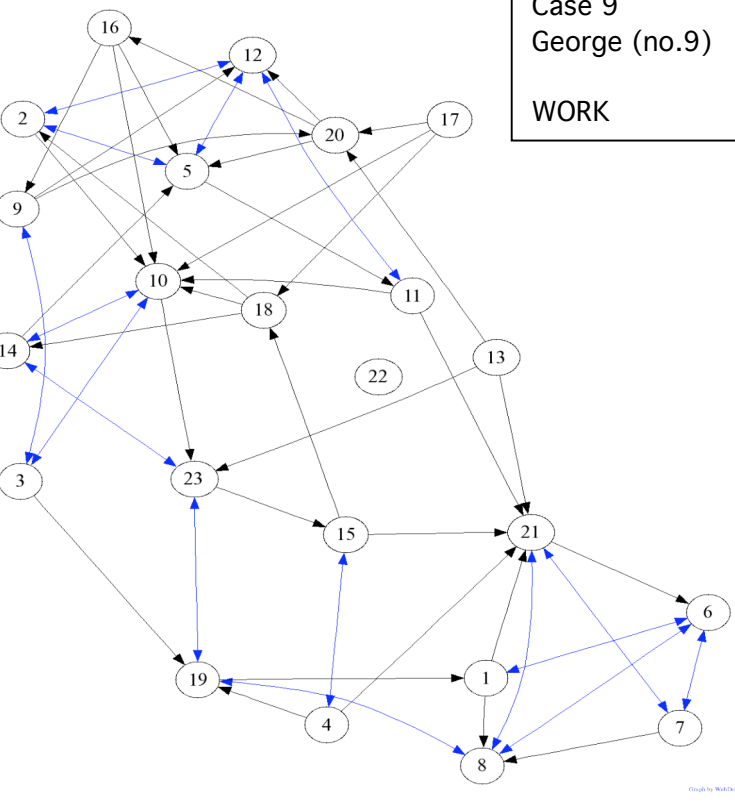
Case 9
George (no.9)

PLAY



Case 9
George (no.9)

WORK



Appendix 11

Computer Assisted Qualitative Analysis Programs (CAQDAS)

The following websites should lead to up-to-date information on a selection of CAQDAS packages:

- ATLAS.ti - http://www.atlasti.de
- HyperResearch - http://www.researchware.com
- MAXqda2 – http://www.maxqda.de
- NVivo - http://www.qsrinternational.com
- QDA Miner - http://www.provalisresearch.com
- QUALRUS - http://www.qualrus.com
- TRANSANA – http:/www.transana.org

(Arksey & Knight, 1999; Lewins & Silver, 2006)

Some programs analyse graphic, video and audio data as well as text. The facilities generally include coding of characters, words, lines, segments and phrases, memo-writing, and theory building. Some also link to quantitative programs such as Excel and SPSS.

References

Arksey, H. & Knight, P. (1999) *Interviewing for Social Scientists.* London: Sage.

Lewins, A. & Silver, C. (2006) *Choosing a CAQDAS Package - a working paper.* CAQDAS Networking Project: http://caqdas.soc.surrey.ac.uk/ (accessed / downloaded Feb. 2008).

Class Report: Case 1 Gina's Class (School M)

1. Administrative and Biographical Information

Of the 24 children in the class numbered M1 to M24, 11 were Y6 (4 girls, 7 boys) and 13 were Y5 (9 girls, 4 boys). The LAC, Gina, is M12. At the time of testing, the children in this Y5/6 class were seated in mixed groups determined by the children themselves.

2. Social Perceptions in the Classroom – SMS tests

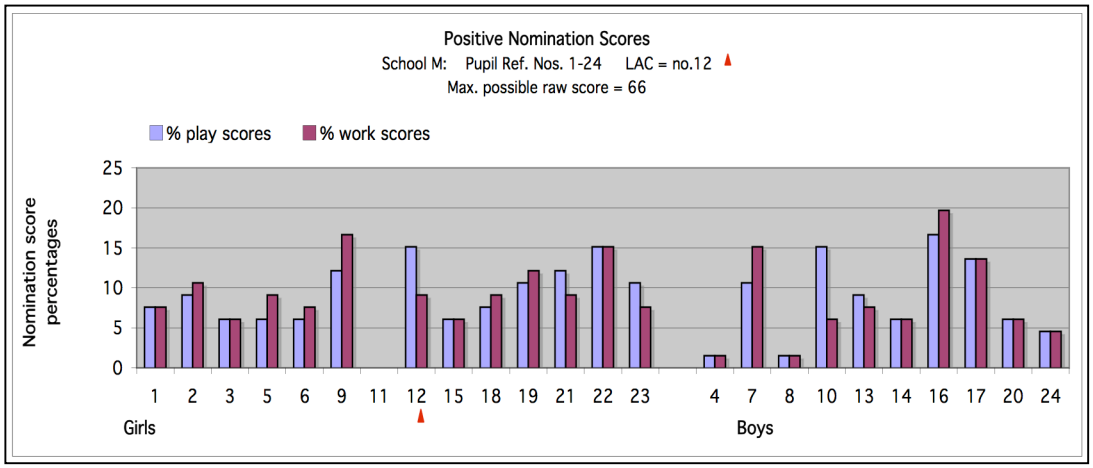
One boy was absent - M8.

2.1 Positive Nominations for Sociometric Status

2.1.1 Notes (*FIG. 1A* below)

Overall, boy M16 was found to be the most popular for play and work. Gina (M12/LAC) and girl M22 were joint most popular for play. M9 was the most popular girl for work. The least popular was M11 who received zero nominations in both settings.

FIG. 1A *Case 1 - positive nomination results*



2.1.2 Notes (*FIGs. 1B & 1C* overleaf)

There were 21 mutual choices, dyads, for play, and 17 for work, with 14 pairs of reciprocal nominations being the same in both settings (*FIG. 1B*). All Gina's (M12/LAC) nominations were reciprocated. Five pairs of children were mutual first-choice, three pairs mutual second-choice, and two pairs mutual third-choice for play. For work, six pairs were mutual first-choice, three pairs mutual second-choice, and one mutual-third choice. Four of the first choices, and all the second choices, were the same in both play and work settings. Apart from boy M4 and girl M11, each girl and boy received at least one same-gender nomination (*FIG. 1C*).

FIG. 1B *Case 1 - reciprocity*

Reciprocity: Sociometric Tests

School M
Y5/6
13 girls + 11 boys = 24 children
LAC = no.12
Absent = no.8

KEY:
Choices:
1 = 1st choice
2 = 2nd choice
3 = 3rd choice
Grey shaded areas = no nominations received.
Unshaded numbers = no reciprocity.

Colours allow identification of reciprocity (see Chapter 4, p.60)
Reciprocity is shown at two levels:
Shaded & outlined with bold choice number = reciprocal choice, I.e. each nominating 1:1, 2:2 or 3:3
Shaded with no outline = reciprocal but different choices, e.g. 1:2, 2:3, or 3:1.

Positive Nominations - Play

The choices the children made are read across the chart, e.g. child 1 chose nos. 2,3, & 15. The sum of the columns provides the score.

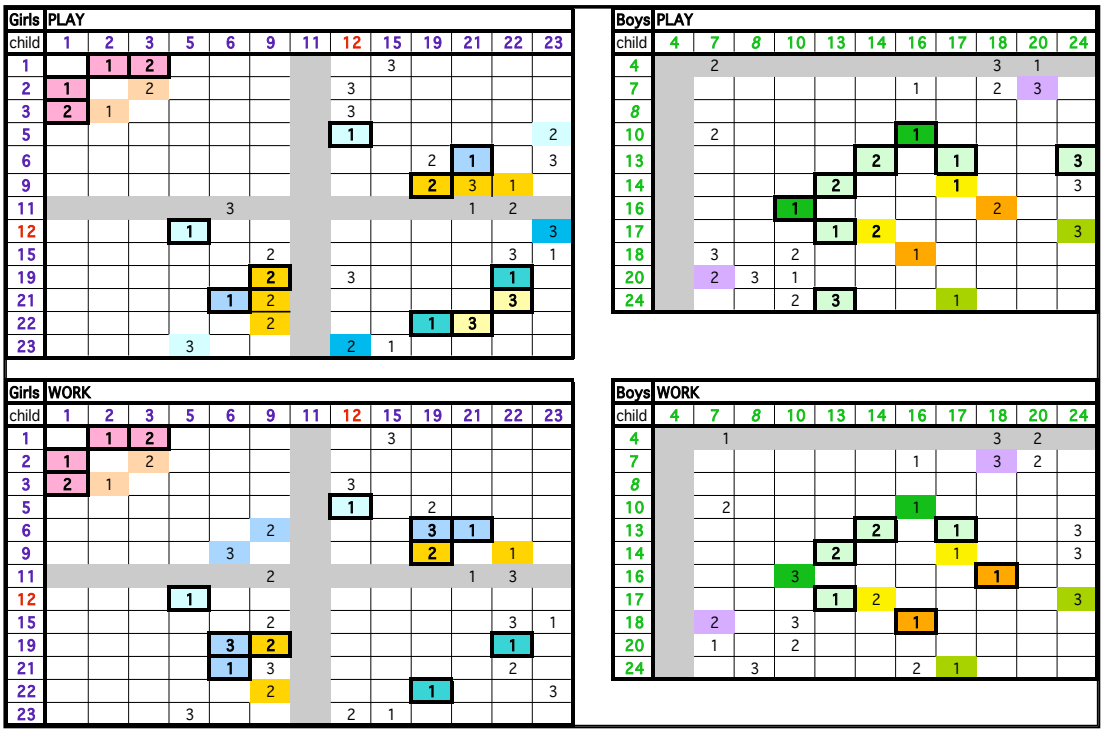
boy/girl	child code	1	2	3	4	5	6	7	*8*	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
girl	1		1	2												3									
girl	2	1		2									3												
girl	3	2	1										3												
boy	4							2											3		1				
girl	5				3								1											2	
girl	6																			2		1		3	
boy	7																1		2		3				
boy	*8*																								
girl	9																			2		3	1		
boy	10							2					3				1								
girl	11						3															1	2		
girl	12					1											2							3	
boy	13														2			1							3
boy	14													2				1							3
girl	15									2													3	1	
boy	16										1		3						2						
boy	17													1	2										3
boy	18							3			2						1								
girl	19									2			3										1		
boy	20							2	3		1														
girl	21						1			2													3		
girl	22									2										1		3			
girl	23					3							2			1									
boy	24										2			3				1							
	Scores	5	6	4	1	4	4	7	1	8	10	0	10	6	4	4	11	9	5	7	4	8	10	7	3

Scoring: 1 = 3 2 = 2 3 = 1 (max. score possible = 66)

Positive Nominations - Work

boy/girl	child code	1	2	3	4	5	6	7	*8*	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
girl	1		1	2												3									
girl	2	1		2																					
girl	3	2	1										3												
boy	4							1											3		2				
girl	5												1						3	2					
girl	6									2										3		1			
boy	7																1		3		2				
boy	*8*																								
girl	9						3													2			1		
boy	10		3					2									1								
girl	11									2												1	3		
girl	12				3	1											2								
boy	13														2			1							3
boy	14													2				1							3
girl	15									2													3	1	
boy	16					2					3								1						
boy	17													1	2										3
boy	18							2			3						1								
girl	19						3			2													1		
boy	20							1			2													3	
girl	21						1			3													2		
girl	22									2										1				3	
girl	23					3							2			1									
boy	24								3								2	1							
	Scores	5	7	4	1	6	5	10	1	11	4	0	6	5	4	4	13	9	6	8	4	6	10	5	3

FIG. 1C *Case 1 – reciprocity: breakdown by gender*



Notes cont.

Three triads, i.e. triangular friendships where three children nominate each other, appeared in play and work settings – girls M1, M2 and M3, girls M9, M19 and M22, and boys M13, M14 and M17. There were three other triads for play, girls M5, Gina (M12/LAC) and M23, girls M9, M21 and M22, and boys M13, M17 and M24. The latter of these was linked to another, girls M9, M19 and M22.

From this test, two further children were identified with low SMS scores, boys M4 and M8, who attracted one reciprocated third-choice each. M4 received no nominations from boys. Girl M11, having received zero nominations for both play and work, had the lowest possible SMS score.

2.2 Smiley-Face Peer Ratings for Sociometric Status

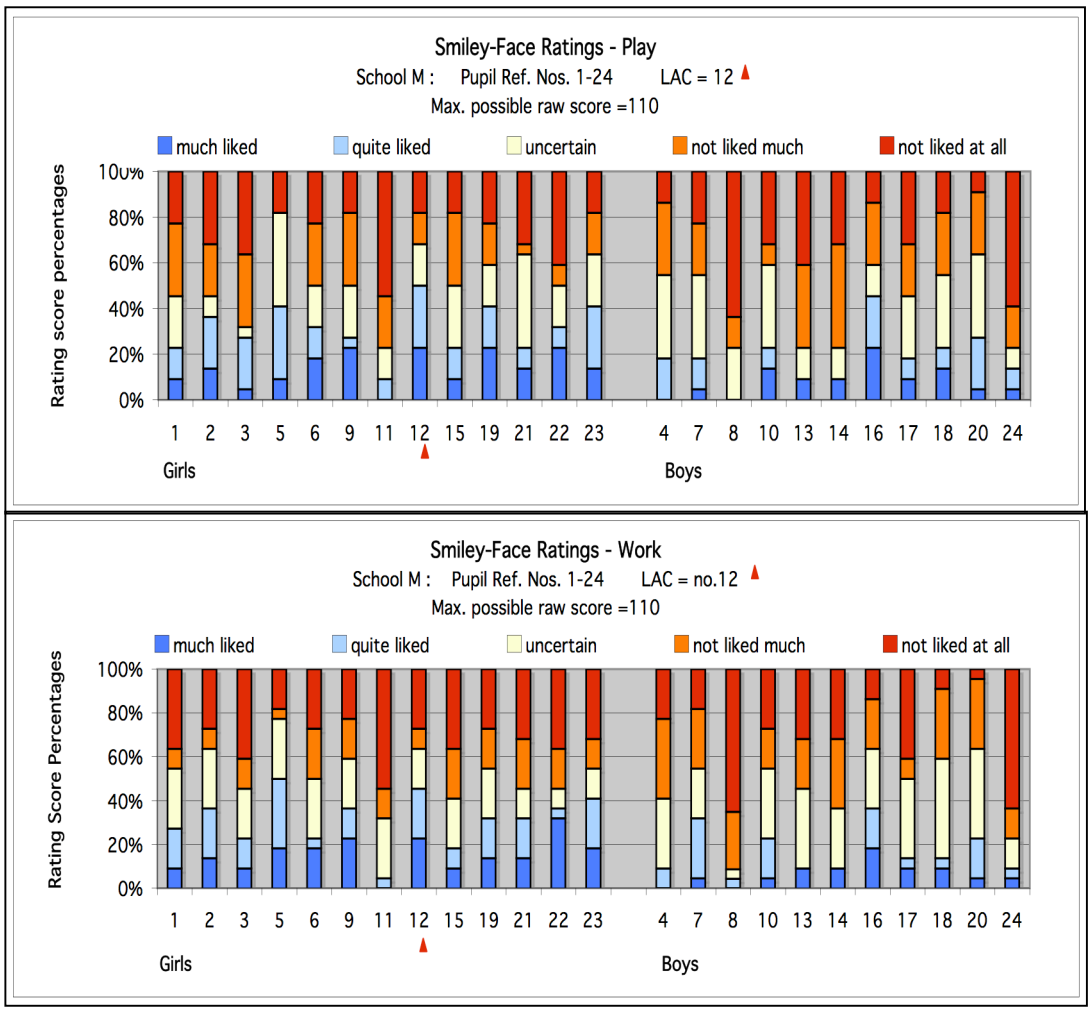
2.2.1 Notes (*FIG. 1D* overleaf)

Gina (M12/LAC) received the highest rating score for play and second highest for work. Girl M5 received the highest rating score for work. Boy M16 was the most popular boy in both settings. Boy M20 had the least number of lowest ratings.

The ratings show three children, boy M8, girl M11 and boy M24, with over 50.0% of children rating them as 'not liked at all' for both play and work. Boy M8 was zero rated for 'much liked' and 'quite liked' for play. Only one girl 'quite liked' him and one boy was 'uncertain' for work, resulting in 20 (90.9%) giving him the lowest two ratings. Girl M11 received no top

ratings in either setting, and only two children 'quite liked' her for play, and one for work. It was noted that boy M10 gave M11 two 'not liked at all' faces with three crosses.

FIG. 1D Case 1 - distribution of ratings for play and work



2.2.2 Notes (*Table 1a* overleaf)

Despite the reciprocity identified earlier by the positive nominations, these data indicate that the children in this class seem slanted towards using a large number of 'not liked' and 'not liked at all' ratings. 'Popularity' in this class does not indicate 'popularity' as described by Coie, Dodge & Coppotelli (1982)*, but is more like their description of 'average' or 'controversial' status (see *Appendix 9*, and p.73, Chapter 5).

Boys M17 and M13 gave the lowest rating to 15 and 14 children respectively. Boy M13 gave the lowest rating to all but one girl, and boy M17 gave the lowest rating to all the girls. Girl M21 also disliked 12 of her classmates for play and 14 for work (54.6% and 63.6% respectively).

* The Coie *et al.* profile categories appear in single quotation marks throughout this report.

Table 1a *Case 1 - distribution of ratings made by each child*

Ratings made by each child per category										
girl boy LAC	5 much liked		4 quite liked		3 uncertain		2 not liked much		1 not liked at all	
	play	work	play	work	play	work	play	work	play	work
M1	0	2	5	5	7	5	5	6	6	5
M2	1	1	2	1	8	8	9	10	3	3
M3	2	3	3	2	7	10	8	4	3	4
M4	0	0	1	4	9	8	11	9	2	2
M5	1	1	5	2	5	4	3	5	9	11
M6	5	4	7	2	2	7	3	6	6	4
M7	3	2	1	1	7	2	6	9	6	9
M8	*absent*									
M9	2	1	7	6	7	9	7	6	0	0
M10	2	1	4	3	5	7	6	2	6	10
M11	5	5	6	4	6	8	1	1	5	5
M12 LAC	2	1	4	4	4	8	7	5	6	5
M13	2	2	2	1	2	3	3	3	14	14
M14	3	3	3	2	2	6	6	2	9	10
M15	4	3	5	9	4	4	6	2	4	5
M16	3	4	5	6	6	3	2	3	7	7
M17	2	2	0	0	2	4	4	2	15	15
M18	1	1	1	1	6	8	9	7	6	6
M19	3	5	2	6	5	5	5	4	8	3
M20	2	1	2	3	7	3	5	6	7	10
M21	3	2	1	1	5	6	2	0	12	14
M22	6	5	3	3	5	5	6	5	3	5
M23	8	11	5	2	5	4	1	1	4	5
M24	0	0	0	0	6	5	6	5	11	13

2.3 Sociometric Status Conclusions (*Tables 1b & 1c* overleaf)

The results of both tests indicated that boy M16 and Gina (M12/LAC) were the most popular children in the class in the play setting. The class teacher (CT) did not identify Gina as the most popular girl, but agreed with the children's nominations and ratings that M16 was the most popular boy in both work and play settings.

The complexities of the findings are set out in *Table 1b* below. The reason for presentation in this format is to identify agreement patterns of most and least popularity. This applies to all 15 cases.

The peer rating clarified the SMS of six children, boys M4, M8, M13, M14, M24, and girl M11. Although boys M13 and M14 received a number of positive nominations, both received the two lowest ratings for play by 17 children (77.3%). The nominations imply a capacity to make good, or at least satisfactory, peer relationships. However, these two children are part of two interrelated triangles and this may account for their positive nomination scores. These six children may not be of particular concern to a CT as they have formed some friendships.

Table 1b *Case 1 - comparison of positive nomination and smiley-face rating results*

Child Code girl boy LAC	Play positive nominations	Work positive nominations	Play smiley-face ratings	Work smiley-face ratings
	Percentages rounded to the nearest whole number			
M1				
M2				
M3				
M4	Joint least popular boy. No nominations from boys.	Joint least popular boy. No nominations from boys.	No top ratings.	No top ratings.
M5			Joint 2nd highest	Highest.
M6				
M7				
M8	Joint least popular boy.	Joint least popular boy.	Lowest. No 'like much/quite' ratings.	Lowest. No top ratings. 95% 'not like much/at all'.
M9		Most popular girl.		
M10				
M11	Least popular girl. No score.	Least popular girl. No score.	2nd lowest. No top ratings.	3rd lowest. No top ratings.
M12 LAC	Most popular girl.		Highest.	Joint 2nd highest
M13			77% 'not liked much/at all'.	
M14			77% 'not liked much/at all'.	63% 'not liked much/at all'.
M15				
M16	Most popular.	Most popular.	Joint 2nd highest.	Joint 2nd highest.
M17				
M18				
M19				
M20			Lowest rate 'not liked at all'.	Lowest rate 'not liked at all'.
M21				
M22				
M23				
M24			3rd lowest. 77% 'not liked at all'.	2nd lowest. 77% 'not liked at all'.

Notes cont.

Boy M4 received one third-place nomination for both play (girl M5) and work (Gina, M12/LAC). 10 children gave him the two lowest ratings for play, and 13 children (59.1%) rated him negatively for work. Nobody gave him the highest rating for play or work. This possibly indicates 'neglected' status according to the descriptions in *Appendix 9*, and as such may be a cause for concern.

Three children could be cause for concern. Girl M11 received no positive nominations and the ratings reflect this as nobody gave her the highest rating. 12 children (54.6%) gave her the lowest rating in each setting, and she received no top ratings. The class teacher,

reflecting the children's nominations and ratings, identified M11 as the least popular girl. She could be considered to be at risk of social exclusion.

Boy M24 received three third-place nominations by the same children for play and work (boys M13, M14 and M17), but 13 (59.1%) for play and 14 (63.6%) for work, do not like him at all.

Of greatest concern was boy M8. The class teacher, identifying him as the least popular boy, echoes the test results. He received one third-place nomination for both settings. It is not known whether these nominations were reciprocated as he was absent for the tests. He attracted 21 negative ratings (95.5%) for work and 17 (77.3%) for play (*FIG 1D*). Nobody gave him a positive rating for play. Only one girl 'quite liked' him and one boy was uncertain whether he liked to work with him. His status seems to match the 'rejected' profile (see *Appendix 9)*. Further investigation may have revealed why these three children appear to have received scores indicative of social marginalisation.

The children are placed in rank order for each SMS test in *Table 1c* below. The reason for presentation in this format is in order to broadly locate the SMS of the LAC within the class. This applies to all 15 cases.

Table 1c *Case 1 - sociometric status results*

girls boys LAC	Sociometric Status in Gina's Class							
	Positive Nominations				Smiley-Face Ratings			
	Play		Work		Play		Work	
	rank	child	rank	child	rank	child	rank	child
Highest SMS One third of class	1	M16	1	M16	**1**	**M12**	1	M5
	2	**M12**	2	M9	2	M5	**2**	**M12**
	2	M22	3	M22	2	M16	2	M16
	2	M10	3	M7	4	M19	4	M9
	5	M17	5	M17	4	M23	5	M2
	6	M9	6	M19	6	M20	5	M20
	6	M21	7	M2	7	M9	7	M23
	8	M19	**8**	**M12**	8	M6	8	M22
Middle SMS One third of class	8	M23	8	M5	9	M18	9	M19
	8	M7	8	M21	10	M21	9	M7
	11	M2	8	M18	11	M2	9	M18
	11	M13	12	M1	11	M15	12	M6
	13	M1	12	M6	11	M22	13	M21
	13	M18	12	M23	11	M10	14	M1
	15	M3	12	M13	15	M4	14	M10
	15	M5	16	M3	16	M1	16	M3
Lowest SMS One third of class	15	M6	16	M15	16	M7	17	M15
	15	M15	16	M10	18	M17	17	M13
	15	M14	16	M14	19	M3	17	M17
	15	M20	16	M20	20	M14	20	M4
	21	M24	21	M24	21	M13	21	M14
	22	M4	22	M4	22	M24	22	M11
	22	M8	22	M8	23	M11	23	M24
	24	M11	24	M11	24	M8	24	M8

3. Social Perceptions of Self

No children were absent for these tests.

3.1 LCB Measures: PPNSIE and B/G-STEEM – Notes (*Tables 1d & 1e*)

3.1.1 PPNSIE (26 LCB items)

The results form a continuum (*Table 1d* below). This test found that:

- 17 children (9 girls including Gina (M12/LAC); 8 boys), scoring between 11 and 15 inclusive (SD=2.3) could be said to have a relatively balanced LCB;
- 5 children (3 girls; 2 boys) could be said to have external LCB tendencies; and

2 (1 girl; 1 boy) could be said to have internal LCB tendencies.

Table 1d *Case 1 - PPNSIE results*

PPNSIE SCORES (max. possible score = 26)																						Key: girl boy LAC
towards externality ←								mid-point							→ towards internality							
19	17	16	16	16	14	14	14	13	13	13	13	13	13	13	12	12	12	12	12	11	11	10	9
M1	M11	M2	M17	M24	M3	M22	M14	M6	M15	M4	M8	M10	M13	M20	M12	M5	M21	M23	M16	M9	M7	M19	M18

3.1.2 B/G-STEEM (7 LCB items)

This test found:

- 11 (2 girls; 9 boys) had 'normal' LCB;
- 9 girls (M1, M2, M5, M15, M19, M21, M22, M23 and Gina (M12/LAC)) had 'external' LCB; and
- 4 (2 girls: M3, M9; 2 boys: M13, M24) had 'internal' LCB.

The results are shown together with the S-E results in *Table 1e* below.

Comparing the LCB scores, it would seem that there is some difference between the results of PPNSIE and B/G-STEEM concerning the externality of children in this class. For possible reasons, see Case 1, p.95.

3.2 S-E Measure – Notes (*Table 1e* below)

B/G-STEEM (20 S-E items)

Four children were found to have 'very low' S-E on the day of the test, and five had 'low' S-E, including Gina (M12/LAC).

Comparing the B/G-STEEM LCB and S-E results (*Table 1e*), the boys in this class who had 'normal' to 'high' S-E tended to have 'normal' LCB. Six girls had 'low' or 'very low' S-E, and tended to have external LCB. As PPNSIE LCB results differed from those of the B/G-STEEM in this class, inferences concerning the relationship between LCB and S-E require further investigation.

Table 1e *Case 1 - B/G-STEEM: S-E and LCB findings*

B/G-STEEM	*The children's code numbers are shown in italics (LAC in red). School M.*						S-E TOTALS
	External LCB		Normal LCB		Internal LCB		
	girls	boys	girls	boys	girls	boys	
Very High S-E	*5*			*10*		*13*	3
High S-E				*14, 18, 20*			3
Normal S-E	*2*		*6, 11, 22*	*4, 7, 16*	*9*	*24*	9
Low S-E	*12, 1, 21*			*8*	*3*		5
Very Low S-E	*15, 19, 23*			*17*			4
LCB TOTALS	9	0	2	9	2	2	24

4. Educational Attainments

4.1 Early Years Profile - No data were available for this class.

4.2 KS1 SAT Results (*Table 1f* below)

Data were only available for the 11 Y6 children in this class (4 girls, 7 boys). Six children, including Gina (M12/LAC), attained the Government's expectation of Level 2 or above, for reading, writing and mathematics (National Curriculum Online, no date). Two children attained Level 1 or below in these three assessment areas.

The mean number of points for this group was 12.6. The lowest point score was 7.0 and the highest was 15.7 (SD=2.8). Two children (boys M16 and M18) scored at or above the national average for all children and for boys. Gina (M12/LAC) was the highest girl and third highest in the whole group.

Table 1f *Case 1 - KS1 SAT results*

KS1 SAT Results 2001 – Gina's Class (School M) *The children's code numbers are shown in italics (LAC in red).*						
Level	Reading		Writing		Mathematics	
	girls	boys	girls	boys	girls	boys
3						*18*
2a		*16*				
2b	*12*	*4*	*12*	*16*	*1, 2, 12*	*4, 13, 16*
2c	*1, 3*	*13, 18*	*1 ,2, 3*	*4, 13, 18*		*7*
1	*2*	*7, 14*		*7, 14, 17*	*3*	*14, 17*
w		*17*				

4.3 QCA Y3 - No data were available for this class.

4.4 QCA Y4 - No data were available for this class.

5. Attendance

Data were only available for the LAC.

In the year 2004/5, Gina's attendance was 97.0%. This was 2.4% above the national average for primary schools, and 0.4% above the Countyshire average.

Methodology Overview

Data	What	Method	Description

Theoretical base	Literature review	Qualitative - critically descriptive	• Social Learning
			• Sociometric Status
			• Locus of Control Belief
			  • Attribution
			  • Learned Helplessness
			• Self-Esteem
			  • Attachment

Population	All LAC in the county: 501 LAC	Quantitative	LA list.
Sampling strategy	Documents: Social Services	Purposive sample in mainstream primary schools where LA holds parental rights	LA statistics: 21 possible individuals. Reduced to 15 in practice.
Children	Sociometric tests PPNSIE B/G-STEEM	Quantitative	Sociometric tests: positive nominations & smiley-face rating scales for play and work. Locus of Control Scale. Self-Esteem and Locus of Control Scale.
Staff consultation: • class teacher; • class teaching assistant; • designated teacher for LAC; • SENCO	Questionnaire Likert scale with opportunities for comments.	Quantitative & qualitative	Sociometric status; locus of control beliefs; self esteem.
Staff consultation: • class teacher	Interview	Qualitative	Attainment; progress attitude to work; behaviour
School	Documents	Quantitative	SAT data QCA data SEN data Attendance
		Qualitative	LAC policy Personal Education Plans Individual Education Plans

Sample Sociometric Test Sheet

Positive Nominations (3 choices) **1. Who would you like to play with in the playground?** [*place '1' in the left column next to your first choice, etc.*]	
	Child's first name/surname initial

Smiley-Face Ratings **1. How much do you like to play with in the playground?** [*circle a 'face' for each of the children*]	
Child's first name/surname initial	☺ 😐 😐 😐 ☹
	☺ 😐 😐 😐 ☹
	☺ 😐 😐 😐 ☹
	☺ 😐 😐 😐 ☹
	☺ 😐 😐 😐 ☹
	☺ 😐 😐 😐 ☹
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Notes

The tests are in the same format for 'work'.

The Smiley-Faces format:

☺ 😐 😐 😐 ☹

Self-Perception Measures for Children

Date	Scale	Details	Validation
1965	Crandall, Crandall, & Katkovsky: Intellectual Achievement Responsibility Scale (IAR)	Targets children's achievement behaviour, and taps into both success and failure experiences. Has been used with 8-17 year olds. There are two 20-item short forms for 8-10 year olds /11-17 year olds.	Sample A: 923 children aged 8-17; Sample B: 134 children aged 12-15. Retest at 2 months. Proved to be reliable and showed evidence of divergent and convergent validity. It has been used in a large no. of studies.
1979	Joseph Pre-School & Primary Self-Concept Screening Test (PSSCST)	For children aged 3.6 – 9.11. Multi – dimensional - assesses 5 domains: significance, competence, power, general evaluative contentment, and virtue. Pictoral format, 27 cards, one set for boys & one for girls. Individual administration (5-7 minutes). Developed in response to the need to screen and identify young children of high-risk, and with regard to behavioural development.	Sample: 1245 children from a variety of backgrounds and areas, and inc. SEN, in 3 age groups. Validity is supported, and it has been shown to be an appropriate screening device for young children, although not totally reliable.
1981 1984	Harter & Pike Pictorial Scale of Perceived Competence for Young Children (PSPC)	For children: Pre-school to Grade 2. Use of pictures. 2 forms for the 2 age groups, with some overlapping items (no rationale given for the distinction between pre-school/kindergarten and Grades 1&2 (ages 6&7)). Individual administration only. No information re. theoretical basis, definition of construct measured, or psychometric characteristics.	No information available re. standardisation sample. Very little support for validity.
1981 1992	Battle Culture-Free Self-Esteem Inventories (CFSEI(2))	2 forms: children/adults. 4 domains for children: general, social, academic, and parent related. Children's form has 60 forced-choice items. Group or individual administration (10-15 minutes), and orally with children below Grade 2 (age 7).	Children's sample includes 1679 from elementary school. Data re. race, ethnicity, population comparisons, geographic representation is vague or missing. Children's form is internally consistent.

Date	Scale	Details	Validation	
1986	McDonald Inferred Self-Concept Scale (ISCS)	Uni-dimensional. 30 item Likert-type questionnaire for completion by teacher. Grades 1-6 (age 6-11). Assumes that self-concept can be inferred from behaviour.	1967 sample: 90 boys/90 girls Observation at each grade by professionals involved with the children – may not be totally objective. Variables: gender, ethnic group, family size, birth order, grade level. Acceptable internal consistency; little evidence for construct validity.	
1973 1978 1981	Lawrence Self-Esteem Questionnaire (LAWSEQ)	For primary school children (ages unspecified). 16 items. Yes/no/don't know responses.	Parallel form reliability. Sample: 419 children aged 9 years. 0.64 test-re-test reliability over a 4-month period. (BCS+10 sample: 800 UK children)	LAWSEQ and CARALOC provided the motivational constituent of the 1970 British Cohort Study/ National Child Development ten-year follow-up study (BCS+10)
1975	Gammage Locus of Control Scale (CARALOC)	Ages 9-10 years. An adaptation of Clifford & Cleary's Self-Others Attribution of Responsibility Test. 20 items of which 15 are scored. Yes/no/don't know responses. 12 items correspond to PPNSIE items.	Sample: 88 boys / 96 girls aged 8.5-11.5 years. (BCS+10 sample: 800 UK children)	

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PPNSIE Design Details

	Preschool and Primary Internal-External Control Scale (PPNSIE)
Author(s)	Nowicki-Duke
Date	1973
Country of origin	US
Measure	Locus of Control Scale
Age group	6 - 9 years : boys & girls versions
Items	26
Construction criteria	• Group administration; • To hold the interest of young children; • Item means between .3 - .7 & moderate internal correlations; • Scores to become more internal with age; • Scores not related to social desirability scores; • Related to CNSIE (based on Rotter) with similar factor structure.
Design	• 4 year old level language; • Yes/no response;. • Social desirability items; • Cartoon format.
Standardisation: area	Bordering a metropolitan area: Gwinnett County, Georgia
sample	240
schools	2 mainstream – "*Subjects scoring below an IQ of 80 and blacks were excluded*".
age(s)	5-8
method	Test/retest (after 6 weeks with 7 year olds only).
items	Total no. 34 : LCB x26 : yes x13; no x 13 Social Desirability x8 Reduced in 2 stages from 78 to 26
validity measures	The Comfortable Interpersonal Distance Scale (CID); Iowa Basic Skills
data analysis	Cronbach Alpha Kaiser, Varimax (factor)
means & standard deviations	boys 5&6 yrs M.=12.31 SD=2.33 girls 5&6 yrs M.=14.31 SD=2.20 boys 7&8 yrs M.=11.45 SD=2.81 girls 7&8 yrs M.=11.45 SD=2.92
Administration	Group; may be read out; approximately 10 minutes duration.

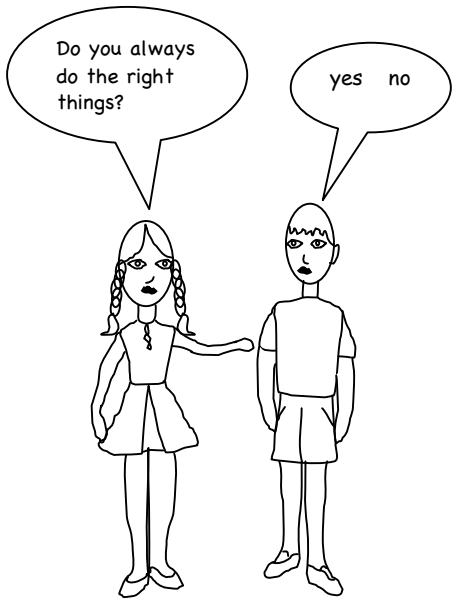
Nowicki, S. & Duke, M. P. (1973) *Preschool & Primary Internal-External Scale*. Atlanta: Emory University. Unpublished.

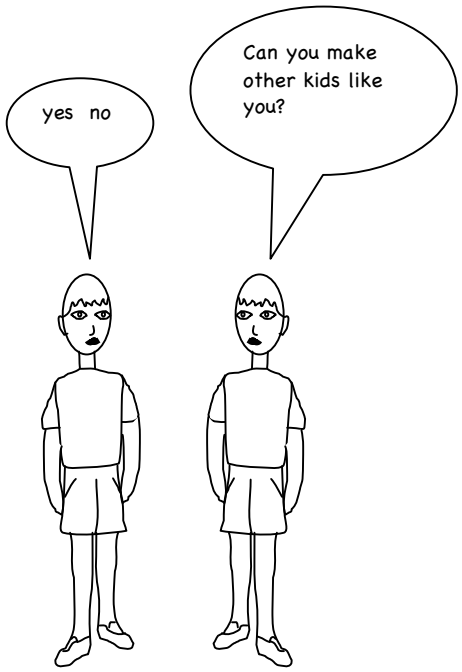
PPNSIE – layout example and list of questions

PPNSIE

Boys

S.Nowicki & M.Duke 1973





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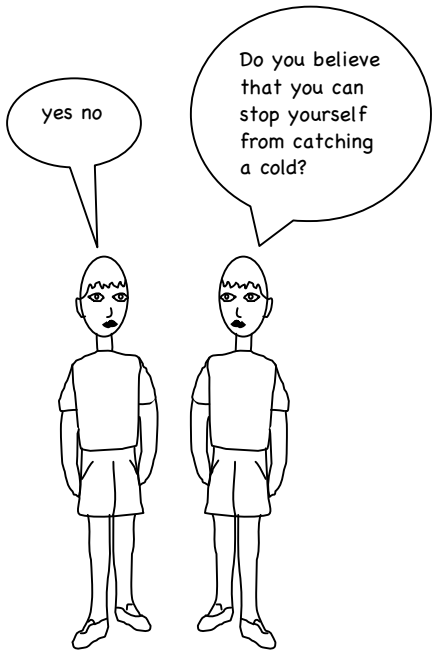

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Appendix 17

PPNSIE questions

1	Can you make other kids like you?
2	Do you believe that you can stop yourself from catching a cold?
3	Do you feel that getting the teacher to like you is very important?
4	Do you have a good luck charm?
5	Are you often blamed for things that just aren't your fault?
6	Will people like you no matter how you act?
7	If you ask for something often enough, will you get it?
8	Do you believe that wishing can make good things happen?
9	When a kid your age decides to hit you is there anything you can do to stop him or her?
10	Can you get friends to do what you want them to do?
11	Do you have a lucky number?
12	Can you get your mummy and daddy to do what you want them to do?
13	Does whether or not your mummy or daddy like you depend on how you act?
14	When people were mean to you, is it usually for no reason at all?
15	When you do something wrong is there little you can do to make it right again?
16	Most of the time do you find it easy to get your own way at home?
17	Are most kids just born good at running races?
18	When somebody your age wants to be your enemy, is there anything you can do to make him or her like you?
19	Should your mummy and daddy decide what you should do?
20	Is it almost impossible to try to win a game because most of the other kids are just plain better than you are?
21	When a person doesn't like you, is there anything you can do about it?
22	Are most of the other children your age stronger than you are?
23	Are you the kind of child who believes that thinking about what you are going to do makes things turn out better?
24	Do you think it is better to be smart than lucky?
25	When another child hits you, is it usually because of something you did?
26	Is one of the best ways to handle a problem just not to think about it?

Questions which may be interpreted by children as duplications:

14 & 25; 1, 18, & 21; 7, 10, 16, & 12; 6 & 13; and 23 & 26

PPNSIE – three factors

The questions are arranged according to the three factors the test assesses.

PPNSIE – the three factors (Nowicki-Duke, 1974; Nowicki, 1976)		
Factor	**Description**	**Questions**
1 "*power versus helplessness*" *	Seven items relating to making people and things do what you want them to do.	1. Can you make other kids like you? 8. Do you believe that wishing can make good things happen? 9. When a kid your age decides to hit you, is there anything you can do to stop him or her? 15. When you do something wrong is there little you can do to make it right again? 18. When somebody your age wants to be your enemy, is there anything you can do to make him or her like you? 21. When a person doesn't like you, is there anything you can do about it? 23. Are you the kind of child who believes that thinking about what you are going to do makes things turn out better?
2 "*persistence-in-dealing-with -parents*"*	Eight items relating to persistence in obtaining goals and dealing with powerful others.	6. Will people like you no matter how you act? 7. If you ask for something often enough, will you get it? 10. Can you get friends to do what you want them to do? 13. Does whether or not your mummy or daddy like you depend on how you act? 16. Most of the time do you find it easy to get your own way at home? 19. Should your mummy and daddy decide what you should do? 22. Are most of the other children your age stronger than you are? 24. Do you think it is better to be smart than lucky?
3 "*luck*"*	Six items relating to fate, luck, &/or chance.	2. Do you believe that you can stop yourself from catching a cold? 4. Do you have a good luck charm? 5. Are you often blamed for things that just aren't your fault? 11. Do you have a lucky number? 12. Can you get your mummy and daddy to do what you want them to do? 17. Are most kids just born good at running races?
These five items were not categorised by Nowicki-Duke.		3. Do you feel that getting the teacher to like you is very important? 14. When people were mean to you, is it usually for no reason at all? 20. Is it almost impossible to try to win a game because most of the other kids are just plain better than you are? 25. When another child hits you, is it usually because of something you did? 26. Is one of the best ways to handle a problem just not to think about it?

*(Nowicki-Duke,1974, p.879)

References

Nowicki, S. (1976) Factor Structure of Locus of Control in Children. The Journal of Genetic Psychology, 129: pp.13-17.

Nowicki, S. & Duke, M. P. (1973) *Preschool & Primary Internal-External Scale*. Atlanta: Emory University. Unpublished.

B/G-STEEM Design Details

	B/G-STEEM
Author(s)	Maines & Robinson
Date	1988
Country of origin	UK
Measure	Self-esteem Scale with Locus of Control Items
Age group	6 – 11 years (also 12-14 year form): boys & girls versions
Items	27 for 6-11 year olds ; 35 items for 12-14 year olds
Construction criteria	• A British measure of S-E & locus of control; • Adequate standardisation; • Test/retest agreement between 76% - 79% • Differentiated age ranges; • Ease of administration & scoring.
Design	• Simple language; • Yes/no response; • Five S-E domains (academic, physical, social, family & general); • Questions relating to LCB; • Lie scale (discarded after pilot); • Written format.
Standardisation: area	Urban areas:, NE, SE, London
sample	529
schools	Mainstream & Special (EBD, learning & physical difficulties) – 12 involved in pilot & trial.
age(s)	6-8 years, 9-11 years, & 12-14 years
method	Test/retest (after 1 week).
items	Total no. 40 : yes x24; no x 16 General Self- Esteem x6 Social S-E x6 Academic S-E x6 Physical S-E x6 Family S-E x 6 LCB x10 Restructured/reduced in 2 stages from 40 to 27
validity measures	N/A S-E items based on LAWSEQ ; LCB items based on CNSIE.
data analysis	Kuder Richardson Formula 20: Primary sample 0.65 Test/retest correlation: Primary sample 0.73
means & standard deviations	Primary Scale: S-E only: boys M.=15.79 SD=2.73 girls M.=15.56 SD=2.78 boys & girls M.=15.67 SD=2.75 Primary Scale: LCB only: boys M.=4.74 SD=1.25 girls M.=5.03 SD=1.20 boys & girls M.=4.89 SD=1.24
Administration	Group or individual; may be read out; computer option available. 10 minutes duration maximum.

Maines, B. & Robinson, G. (1988) *B/G-STEEM : A Self-esteem Scale with Locus of Control Items*. Bristol: Lucky Duck Publishing.

B/G-STEEM – blank form (Maines & Robinson, 1988)

B/G-Steem Primary Scale for Girls **Please answer all the questions. Put a ring around YES or NO** **Name Age School Date**	
1. Is your school work good?	yes no
2. Do you like being a girl?	yes no
3. Are you strong and healthy?	yes no
4. Does someone else always choose what you wear?	yes no
5. Do your parents think you behave well?	yes no
6. Do children like playing with you?	yes no
7. Are you very nice looking?	yes no
8. Are you as clever as other children?	yes no
9. Does the teacher notice when you work hard?	yes no
10. Are you a fast runner?	yes no
11. Can you make you make your work better if you really try?	yes no
12. Are you a good reader?	yes no
13. Are you good at looking after yourself?	yes no
14. Does your mum or dad like you to help them?	yes no
15. Do you choose your friends?	yes no
16. Do you have a best friend?	yes no
17. Is your teacher pleased with your work?	yes no
18. Do you need a lot of help?	yes no
19. Are your parents usually fair?	yes no
20. Do you often get the blame when it is not your fault?	yes no
21. Do you find sums hard?	yes no
22. Do you have nice clothes?	yes no
23. Do other people decide everything about your life?	yes no
24. Are you the best in the class?	yes no
25. Are your parents proud of you?	yes no
26. Do you think that wishing can make nice things happen?	yes no
27. Would you like to be someone else?	yes no

Notes:

1. The boy's questionnaire differs only on question 2: Do you like being a boy?
2. The seven LCB questions are -4, 9, 11, 15, 20, 23 and 26.
3. S-E and LCB are scored separately according to age and gender.

Questionnaire Designs

Type	Description	Layout	Advantages	Disadvantages
Question & answer	A question followed by space for the response.	Presentation and response may be written or oral. Closed or open-ended format.	Unbiased.	Time-consuming analysis. Basic level of literacy required, unless administrated orally.
Statement & Comment	A statement or passage of information followed by a space for the response.	Presentation and response may be written or oral. Open-ended format.	Unbiased from researcher's stance. Provides in-depth information	Time-consuming for the participant. Time-consuming and problematic analysis. Basic level of literacy required, unless administrated orally. Those with expressive language difficulties may not articulate their response adequately; those who are articulate & with extreme views may be over represented.
Q-Sorts	A type of ranking using cards for the participant to place in order of importance or agreement. For use with individuals or small groups.	Presentation and response may be written or oral. Closed response. Cards may have statements or pictures.	Tailor made to the sample's general ability. Quick to administer. Ability to write not required. Easy to analyse.	Limited use unless as one of a range of other data gathering methods.
Multiple Choice	A carefully thought out selection of answers from which the participant may choose one or more response(s) as appropriate, A space for an alternative may be included.	Presentation and response may be written or oral. Closed response.	Easy to analyse.	The selection may be biased. Basic level of literacy required, unless administrated orally.
List	The participant is asked to make their own list in response to a question. Lists may/may not be ordered. Alternatively, choices are made from a prepared list.	Presentation and response may be written or oral. Closed or open-ended format.	Unbiased. Responses can be weighted for analysis.	Basic level of literacy required, unless administrated orally.

Continued overleaf.

Questionnaire designs (continued)

Type	Description	Layout	Advantages	Disadvantages
Rank	The participant is asked to rank a list of items or statements in order of importance.	Presentation and response may be written or oral. Closed response.	Easy to analyse.	Basic level of literacy required, unless administrated orally.
Likert	A short, carefully worded statement followed by a 3-, 5-, or 7-point agree/disagree scale.	Presentation and response may be written or oral. Closed response.	Easy to complete. Quick means of getting attitudes and opinions. Easy to analyse either descriptively or factorially to identify patterns.	Basic level of literacy required, unless administrated orally.
Sociometric Survey	Participants make choices concerning social relationships within a group.	Presentation and response may be written or oral. Open-ended response.	Gives a clear picture of relationships within a group. Can be used with pre-school children upwards.	Oral responses may pose confidentiality difficulties.
Smiley Faces	A Likert-type scale using 3 or 5 faces ranging from happy to sad. Alternatively cartoon characters in various happy to sad attitudes may be used.	Presentation in printed format, text or pictorial, and the response may be written or oral. Closed response.	Easy to use with young children or those with limited literacy skills.	Oral responses may pose confidentiality difficulties.

References

Anderson, G. & Arsenault, N. (1998) *Fundamentals of Educational Research*. (2nd Edition). London: Falmer Press.

Gilbert, N. (1993) *Researching Social Life*. London: Sage.

Robson, C. (2002) *Real World Research*. (2nd Edition). Oxford: Blackwell.

Appendix 22

Sample Questionnaire for School Staff

Class: …… Year Group: ……

School: ……

Please put a tick in the appropriate box *key:* *SA – strongly agree*
A - agree
U - undecided
D - disagree
SD – strongly disagree

Questions relating to the Sociometric Survey

1. The children in this class generally like to

		SA	A	U	D	SD
1a	play on the playground with this LAC					
1b	work in the classroom with this LAC					

Comments……

……

……

Questions relating to the
Preschool &Primary Nowicki-Strickland Internal External Scale (Locus of Control)
[Internality indicates personal control/responsibility; externality indicates lack of personal control/responsibility]

2. The LAC shows internality in

		SA	A	U	D	SD
2a	their general behaviour					
2b	their learning					

Comments……

……

……

Questions relating to the B/Gsteem (Self-Esteem Scale with Locus of Control Items)

3. The LAC's self-esteem is high

		SA	A	U	D	SD
3a	in relation to their classmates					
3b	in their class work					

Comments……

……

……

General

4. As [*TA/DT/SENCo*] do you have any concerns with regard to this LAC's education?……

……

……

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……

……

……

……

5. In respect of the education of LAC

   a. Is training available for yourself in respect of the education of LAC?
      YES / NO

   b. Have you received any training?
      YES / NO

5. Do you have any other comments you would like to make with regard to this LAC?

……

……

……

……

……

……

……

……

Thank you very much for your time and co-operation.

Interview Formats

Type	Description	Comment
Unstructured	Non-directed. Participant says what they wish; low input by researcher who guides proceedings, having initially introduced the topic area.	The participant is given a voice. Very flexible, but the interviewer needs to keep focused.
Informal	No pre-set questions.	Very flexible, but the interviewer needs to keep focused.
Guided/formal	An interview guide of topics to be addressed – it may be sent to the participant beforehand. Questions emerge from the discussion.	Focused yet flexible. The participant is advantaged if they are able to prepare answers.
Semi-structured/ open-ended	A standardisation of the procedure. Pre-set questions, like a 'live' questionnaire, but without yes/no answers.	Beneficial for the researcher: it is clear and focussed.
Fully structured	Fixed and ordered questions, often with yes/no responses, sometimes using a Likert scale, or multiple-choice answer.	Little flexibility. Limited interaction between researcher and participant.
Focus group	A group interview run by a moderator or facilitator. An interview guide of topics to be addressed.	Group interaction may be either beneficial or a hindrance. Confidentiality may be an issue.

References

Coolican, H. (1999) *Research Methods and Statistics in Psychology.* (3rd Edition). London: Hodder & Stoughton.

Robson, C. (2002) *Real World Research*. (2nd Edition). Oxford: Blackwell.

Interview Guide – Class Teacher

Introduction: Thank you for agreeing to this meeting.

Would you mind if this interview is recorded?

Questions:

1. Who do you think is the most popular girl / boy in the class?
2. Who do you think is the least popular girl / boy in the class?
3. Comments concerning the LAC and their peer relationships -
    1. on the playground
    2. in the classroom
4. Comments concerning the responsibility the LAC has -
    1. for their own behaviour
    2. for their own learning
5. Comments concerning the LAC's self-esteem
    1. on the playground
    2. in the classroom
6. As class teacher do you have any concerns with regard to this LAC's education?
    a) *Anything specific?**
    b) *Relationships with school staff?**
    c) *Any involvement from LACET / other agencies (SALT etc)?**
7. In respect of the education of LAC
    a) Is training available for yourself in respect of the education of LAC?
        i. *If so what?**
    b) Have you received any training?
        i. *If so what?**
8. Any other comments you would like to make with regard to this LAC?
    a) *Emotional difficulties / emotional pallet?**
    b) *Response to praise?**

** Prompts if required*

SMS Classification: the 15 LAC

Notes:

1. The LM & LL standard scores are rounded to the nearest whole number to conform to the criteria used by Coie et al (1982), Coie & Dodge (1983), Asher & Dodge (1986) and Boivin & Begin (1989).
2. Coie & Dodge's (1983) and Boivin & Begin's (1989) classification criteria for 'average' SMS were used.

SMS Classification - 15 LAC

PLAY Analysis - SMS categories

CASE	LAC	Ratings LM	Ratings LL	SP score	SI score	LM st.score	LL st.score	CDC('82) SMS	C&D('83) SMS
1	Gina	5	4	2.2	0.6	1	-1	p	p
2	Frankie	8	6	0.9	-0.2	0	-1		a
3	Stevie	4	6	-1.6	-0.7	-1	0		
4	Sam	8	6	0.9	0.4	1	0		a
5	Mike	2	11	-2.7	0.4	-1	2	r	r
6	Marie	5	5	-1.2	-1.6	-1	0		
7	Harry	8	10	-2.0	0.7	-1	1	r	r
8	Beth	11	3	0.2	-0.6	0	0		a
9	George	3	4	0.1	-1.5	-1	-1	n	n
10	Wendy	1	6	-1.9	-1.6	-2	0		
11	Helen	3	15	-3.8	0.1	-2	2	r	r
12	Tanya	9	6	0.2	0.4	0	0	a	a
13	Bobby	3	11	-1.5	-0.1	-1	1	r	r
14	Oliver	7	9	-1.7	-0.2	-1	1	r	r
15	Orla	8	11	-5.0	-0.5	-3	2	r	r

1	1	popular
6	6	rejected
0	0	controversial
1	1	neglected
1	4	average
6	3	other

WORK Analysis - SMS categories

CASE	LAC	Ratings LM	Ratings LL	SP score	SI score	LM st.score	LL st.score	CDC('82) SMS	C&D('83) SMS
1	Gina	5	6	1.7	1.0	1	0		
2	Frankie	4	7	-0.4	-1.4	-1	0		
3	Stevie	1	6	-1.6	-1.7	-2	0		
4	Sam	7	4	2.0	-0.9	1	-1	p	p
5	Mike	0	10	-2.9	-0.2	-2	1	r	r
6	Marie	6	6	-2.1	-1.2	-2	0		
7	Harry	8	8	-1.6	0.3	-1	1	r	r
8	Beth	12	3	0.1	-0.7	0	0		a
9	George	2	7	-0.2	-1.5	-1	-1	n	n
10	Wendy	2	13	-2.5	-0.7	-2	1	r	r
11	Helen	3	17	-3.7	0.4	-2	2	r	r
12	Tanya	8	4	0.5	-0.9	0	-1		a
13	Bobby	2	15	-2.5	0.2	-1	1	r	r
14	Oliver	6	11	-2.1	-0.7	-1	1	r	r
15	Orla	10	12	-2.8	1.1	-1	2	r	r

1	1	popular
7	7	rejected
0	0	controversial
1	1	neglected
0	2	average
6	4	other

KEY:	SP score	SI score	LM score	LL score
popular	> 1.0		> 0	< 0
rejected	< -1.0		< 0	> 0
neglected		< -1.0	< 0	< 0
controversial		> 1.0	> 0	> 0
average	twixt > -0.5 & < 0		(CDC '82)	
average	twixt > -1.0 & < 1		(C&D '83)	

SP = Social Preference score
SI = Social Impact score
LM = Liked Most standardised score
LL = Liked Least standardised score
CDC'82 = Coie, Dodge & Coppertelli (1982)
C&D'83 = Coie & Dodge (1983)

The following were calculated within each class:

SP score	SI score	LM score	LL score
LM-LL	LM+LL	score - mean	
		SD	

List of Professionals Involved with the 15 LAC

Professionals involved with the education of LAC

Context

Other research, e.g. on ADHD (Wheeler, 2007), and the Climbie enquiry, have shown that a large number of professionals from different agencies are involved with children with behavioural and educational difficulties, and those from adverse social problems.

KEY: LAC = Looked After Children
SEN = Special Educational Needs
SENCo = SEN Coordinator
LACET = LAC Education Team

Notes

1. Data were obtained on different dates for each case study within a given school year for each individual over a period of two years for all LAC.
2. No data were specifically collected on the staff involved with the children's education at the time of the data collection.
3. Some teaching assistants are attached to a class, others work with specific children with SEN.
4. There was little data available on the input, e.g. for assessment, by educational psychologists.
5. If a child had a placement move during the academic year, the number is likely to increase.
6. Although it is acknowledged that they have a role to play in the education of LAC, no data were collected on the numbers of lunchtime supervisors in each school.
7. Although regarded as professionals with an important role to play in the education of LAC, no data were collected on the foster carers as a condition of the permissions for this research as the focus is on the classroom context.

MINIMUM NUMBER OF PROFESSIONALS INVOLVED IN THE EDUCATION OF THE 15 LAC AT THE TIME OF COLLECTING THE DATA

case no.	LAC	Class teacher*	Teaching assistant	Headteacher	Designated teacher	SENCo	Social worker	LACET teacher	Educational psychologist	Music therapist	TOTALS
1	Gina	1	1	1	1	1	1				6
2	Frankie	1	1	1	1	1	1				6
3	Stevie	2	1	1	1	1	1	1	1	1	10
4	Sam	1	1	1	1	1	1	1			7
5	Mike	2	1	1	1		1				6
6	Marie	1	1	1	1	1	1	1			7
7	Harry	1	1	1	1	1	1	1			7
8	Beth	1	1	1	1	1	1	1			7
9	George	2	1	1	1	1	1				7
10	Wendy	1	1	1	1	1	1				6
11	Helen	2	1	1	1	1	1	1	1		9
12	Tanya	1	1	1	1		1	1			6
13	Bobby	1	1	1	1	1	1	1			7
14	Oliver	1	1	1	1	1	1	1			7
15	Orla	1	1	1	1	1	1	1			7
	TOTALS	19	15	15	15	13	15	10	2	1	105

* Helen's class was a job share. Stevie went to a different class for numeracy. George and Mike had a change of teacher mid-year.

Replication – A Tool for Teachers

Test administration – preliminary information		
Sociometric Tests Positive nominations and smiley-face ratings: a. on the playground b. in the classroom	Timing	30 minutes for Y3 - 6. 40-60 minutes for YR - Y2.
	Directed aid	Teacher/teaching assistants to help with children with concentration &/or reading difficulties, and with SEN.
	Props	Rulers, or similar, to help children to scroll down rating lists.
	Checking	A clear response is required for each question.
PPNSIE **B/G-STEEM**	Timing	40 minutes for Y3 - 6. 45-60 minutes for YR - Y2.
	Language	Be ready to explain PPNSIE questions 13, 15 and 20
	Directed aid	Teacher/teaching assistant to help with children with concentration &/or reading difficulties, and with SEN.
	Checking	Each question requires a clear response.

The Tests and Measures

- Sociometric tests – see below for the response sheets. The children's names should be placed in the left-hand column. Qualitative data is required to supplement the quantitative data, e.g. individual interviews with the children, and observations by class teacher and other staff.
- PPNSIE (locus of control beliefs)

  Nowicki, S. & Duke, M. P. (1973) *Preschool & Primary Internal-External Scale*. Atlanta: Emory University. Unpublished.

- *B/G-STEEM* (self-esteem and locus of control beliefs)

  Maines, B. & Robinson, G. (1988) *B/G-STEEM : A Self-esteem Scale with Locus of Control Items*. Bristol: Lucky Duck Publishing.

As there are no right or wrong answers for these 'tests' and 'measures' it may be advisable to avoid using these terms with the children.

Sociometric Tests – student response sheet

The tests are in the same format for 'work in the classroom'. They may be enlarged for children in YR/Y1 or for those with special needs.

Positive Nominations (3 choices) **1. Who would you like to play with in the playground?** [*place '1' in the left column next to your first choice, etc.*]	
	Child's first name/surname initial

Smiley-Face Ratings **1. How much do you like to play with in the playground?** [*circle a 'face' for each of the children*]	
Child's first name/surname initial	☺ 😐 😐 😐 ☹
	☺ 😐 😐 😐 ☹
	☺ 😐 😐 😐 ☹
	☺ 😐 😐 😐 ☹
	☺ 😐 😐 😐 ☹
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Test Protocols

Before the children begin, the reasons for undertaking the tests should be explained so informed consent can be obtained. In the Protocols below, the sentences in italics may be altered to suit. The procedures can then be demonstrated.

Be aware of children who have difficulty understanding instructions or who have special needs and who may need extra help.

Sociometric Tests	
Introduction Positive Nomination Survey	*I am interested in finding out about children and the friends they have in their class. Your class has been chosen to take part with this. Please can you help me?* It is not difficult, all you will be asked to do is to look at a list of the children in your class and put a number next to the children you like to play with and those you like to work with. You do not have to do any writing. You do not have to take part but it works much better if everyone does it. None of the other children will know your choices. It will be confidential [explain the term]. Does anyone have any questions? Put your hand up if you are happy to help? [if anyone is not, gently find out why and try to alleviate any worries, and let them be if unsuccessful]
Instructions Positive Nomination Survey	[Hand out the paper] Find your name and put a big cross in the box next to it. [Give each group/table a number for the children to write on their paper] Look at the list and put a number 1 in the box next to the person you would most like to play with on the playground. Don't let anyone see what you have written. Now put a number 2 in the box next to the person you would next like to play with on the playground. Now put a number 3 in the box next to the person you would next like to play with on the playground. Thank you. Turn your paper over.
Introduction Smiley Face Rating Survey	Here is a slightly different one that gives me a little more information. Again there is a list of all the children in this class. This time there are 5 faces ☺ 😐 😑 😐 ☹ next to them. [Briefly discuss the faces. Demonstrate circling their choice on the board] You do not have to take part but it works much better if everyone does it. None of the other children in this class will know your choices. It will be confidential. Does anyone have any questions? Put your hand up if you are happy to help? [if anyone is not, gently find out why and try to alleviate any worries, and let them be if unsuccessful]
Instructions Smiley Face Rating Survey	[Hand out the paper] Find your name and draw a ring round it. Look at the first name, do you like to play with that person 'very much', 'quite', 'not sure/don't know' 'not much', or 'not at all'? Circle the face that matches what you think. Don't let anyone see what you have written. Now look at the next name ... and so on. [Repeat both surveys for 'how much you like to work with' each of the children] Thank you for help.

PPNSIE and B/G-STEEM	
Introduction for both measures	*I am interested in finding out about what children think about themselves, their friends, and the things they do. Your class has been chosen to take part with this. Please can you help me?* There are two sets of questions. For each one you need to draw a ring round either 'yes' or 'no'. [Give an example on the board] You do not have to take part but it works much better if everyone does it. None of the other children will know your answers. It will be confidential [explain the term]. Does anyone have any questions? Put your hand up if you are happy to help? [if anyone is not, gently find out why and try to alleviate any worries, and let them be if unsuccessful] For it to work properly, you do need to answer all the questions. Choose the one you think is most like you.
Instructions for both measures	[Give out the papers] Write your name at the top and write how old you are. Try not to let anyone see your answers. [Read each question through and invite answers. With PPNSIE check the children understand the Americanisms, explain where necessary] Before the papers are collected, please can you check through to make sure you have answered all the questions. If you are stuck just put your hand up and I will help you. Thank you for your help.

Analysis

SMS Positive nominations – use separate spreadsheets for play and for work.

Place the test results on the spreadsheets:

- Each child's nominations are recorded across the chart.
- The number of nominations received by each child is shown in the columns and they provide the basis for scoring:

Sociometric Test	Category	Score
Positive nominations	First choice	3
	Second choice	2
	Third choice	1

Reciprocal nominations are identified and colour coded enabling a pattern of relationships to be discerned within the class as a whole and within gender and class groupings (see illustration overleaf).

Reciprocity: Sociometric Test Analysis

YR
6 girls + **9 boys**

Scoring: 1 = 3 2 = 2 3 = 1 (max. score possible = 36)

2 absent (D & G)

KEY:

Choices:
1 = 1st choice
2 = 2nd choice
3 = 3rd choice
Grey shaded areas = no nominations received.
Unshaded numbers = no reciprocity.

Colours allow identification of reciprocity.
Reciprocity is shown at two levels:
Shaded & outlined with bold choice number = reciprocal choice, i.e. each nominating 1:1, 2:2 or 3:3
Shaded with no outline = reciprocal but different choices, e.g. 1:2, 2:3, or 3:1.

Positive Nominations - Play

The choices the children made are read across the chart, e.g. child 1 chose nos. 5,12, & 13. The sum of the colums provides the scor

table no.		1	1	2	3	2	4	4	1	2	3	1	4	4	3	2
	child code	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	A					1							2	**3**		
1	B			3			2								1	
2	C		1				2	3								
3	D															
2	E	3							**1**		2					
4	F			1				2							3	
4	G															
1	H	3				**1**					2					
2	I										3		2	1		
3	J	2	3						1							
1	K		3					2							1	
4	L					3				1				2		
4	M	3								2			1			
3	N		1	2		3										
2	O					1					2			3		
	score	5	8	6	0	11	4	5	6	5	7	0	7	7	7	0

Positive Nominations - Work

table no.		1	1	2	3	2	4	4	1	2	3	1	4	4	3	2
	child code	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	A		3												1	2
1	B						1					**3**			2	
2	C		1				2					3				
3	D															
2	E	3							**1**		2					
4	F			1	2			3								
4	G															
1	H					**1**				2			3			
2	I												**1**	2		3
3	J	3					2		1							
1	K		**3**					2							1	
4	L				3					**1**				2		
4	M	1			2					3						
3	N		1	3								2				
2	O										3		1	2		
	score	5	8	4	5	3	7	3	6	6	3	4	7	6	8	3

Reciprocity is shown at two levels: shaded and outlined with an emboldened number for same-choice nominations (1:1, 2:2, 3:3); shaded cells with no outline for different-choice nominations (1:2, 2:3; 3:1). Those receiving no nominations are highlighted in grey, vertically and horizontally.

- *NB - The resulting sociomatrices are not diagonally symmetrical.*

The scores for each child are calculated. The results from both tests can then be compared using a 'clustered column chart'.

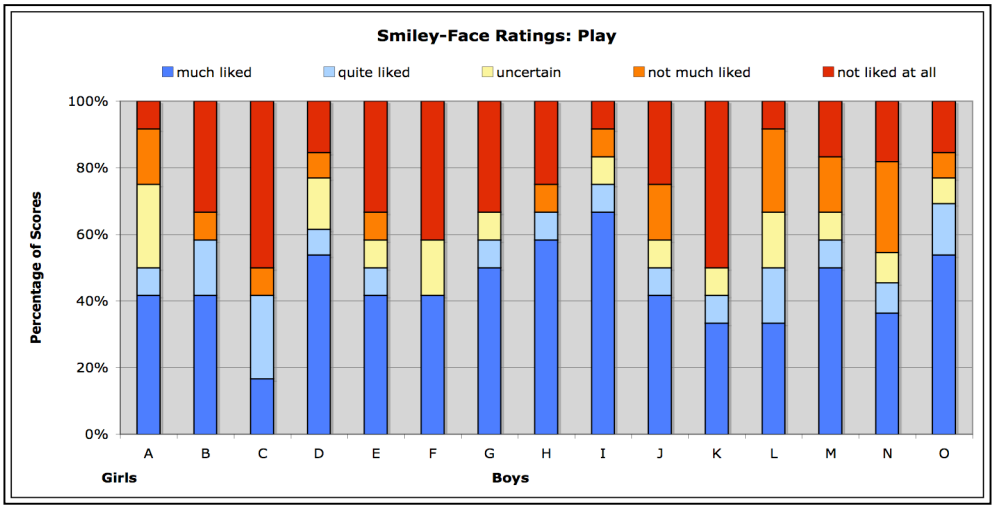
SMS Smiley-face ratings – use separate spreadsheets for play and for work.

Place the test results on the spreadsheets:

- The children's ratings of their classmates are recorded across the chart.
- The ratings received by each child are shown in the columns and provide the basis for scoring:

Sociometric Test	Category	Score
Smiley face ratings	Most liked	5
	Quite liked	4
	Uncertain	3
	Not liked much	2
	Not liked at all	1

- The scores for each child are calculated.
- The number of ratings in each category can be calculated for each child. These may be used to provide a visual SMS representation using a '100% stacked column chart' (see below).



- The rows on the spreadsheet show the ratings each child makes. The number of ratings they make in each category can be calculated to see how much they like their classmates.

Classification of SMS:

Procedure and criteria derived from Coie *et al.* (1982) and Coie & Dodge (1983) –

For each smiley-face rating test:

- standardise the 'liked most' (LM) and the 'liked least' (LL) scores within each class:

$$\frac{\text{Score} - \text{Class Mean}}{\text{Standard Deviation}} = \text{z score}$$

- Compute the social preference (SP) and social impact (SI):

  SP = LM standardised score – LL standardised score

  SI = LM standardised score + LL standardised score

Compare the SP and SI scores, and the LM and LL standardised scores with the criteria for 'popular', 'rejected', 'neglected', 'controversial' and 'average' status, and take into consideration the descriptors (see chart below).

NB – the results are an indication only, they are not definitive.

Sociometric Status Descriptors

Status Group	Description	Social Preference Score	Social Impact Score	Liked Most Score	Liked Least Score
Popular 	Mainly positive ratings. Cooperative, leadership tendencies.	> 1.0		> 0	> 0
Average 	Ratings near the mean of the scale.	Between > -0.5 & < 0.5	Be-tween > -0.5 & < 0.5		
Controversial 	A high variance in ratings, i.e. several ratings at each extreme. Disruptive, aggressive, leadership tendencies. Not shy. Neither highly cooperative nor uncooperative.		> 1.0	> 0	> 0
Neglected 	No positive ratings and few negative ratings. The antithesis of 'controversial'. Low visibility.		< -1.0	< 0	< 0
Rejected 	Mainly negative ratings. Disruptive, aggressive, help-seeking tendencies.	< -1.0		< 0	> 0

(Asher & Dodge, 1986 – based on Coie *et.al* (1982))

PPNSIE

The scores are keyed for externality according to PPNSIE instructions.

Place the results on a spreadsheet and calculate the score for each child.

- The scale is a continuum.
- The mid-point score is 13.
- Scores lower than 13 move towards internality.
- Scores higher than 13 move towards externality.

B/G-STEEM

Place the results on a spreadsheet.

- Calculate the self-esteem score for each child.
- Calculate the locus of control score for each child.
- Compare the scores to the tables in B/G-STEEM handbook.

Both locus of control beliefs and self-esteem, particularly the latter, benefit from qualitative insights by class teacher and other staff.